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ABSTRACT

This teaching unit about George C. Marshall contains a teacher's guide, a resource packet, and a teacher's notebook. The teacher's guide includes ten introductory, overarching, and culminating activities: (1) About this Guide; (2) Getting to Know Him; (3) Marshal on Video; (4) Share a Space with a Hero; (5) On a Global Stage--Links; (6) A Picture Is Worth a Thousand Words; (7) Mural, Mural on the Wall and Read Me a Story; (8) The Military Life; (9) Marshall's Memory; (10) Getting to Know Him: Teacher's Version. The packet contains 18 items: (1) Contents; (2) Getting to Know Him; (3-4) George C. Marshall: Soldier and Statesman; (5) U.S. Organizational Chart; (6-7) Two Marshall Stories: "The Ponderosa Tomatoes" and "The Bee"; (8) General Pershing's Letter to President Roosevelt, Sept. 16, 1943; (9) President Roosevelt's Response to Pershing, Sept. 20, 1943; (10) Online Map; (11) Marshall Plan Poster Contest Examples; (12) Political Cartoon: Korean War Policy; (13) Political Cartoon: Senator McCarthy "Attacks" Marshall; (14) Burpee Seed Company Letter; (15) Marshall Plan Recipient Countries; (16) Chronology of General Marshall's Life; and (17-18) Marshall's Harvard Speech and Nobel Prize Acceptance Speech. The teacher's notebook contains three parts: (1) Lessons; (2) Resources for Worksheets or Transparencies; and (3) Photo Pack. (BT)

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ED 482 476

America's Hero to the World, George C. Marshall

Teacher's Guide. Second Edition

[and]

Resource Packet

[and]

George C. Marshall: An American Leader
A Teacher's Notebook

George C. Marshall International Center

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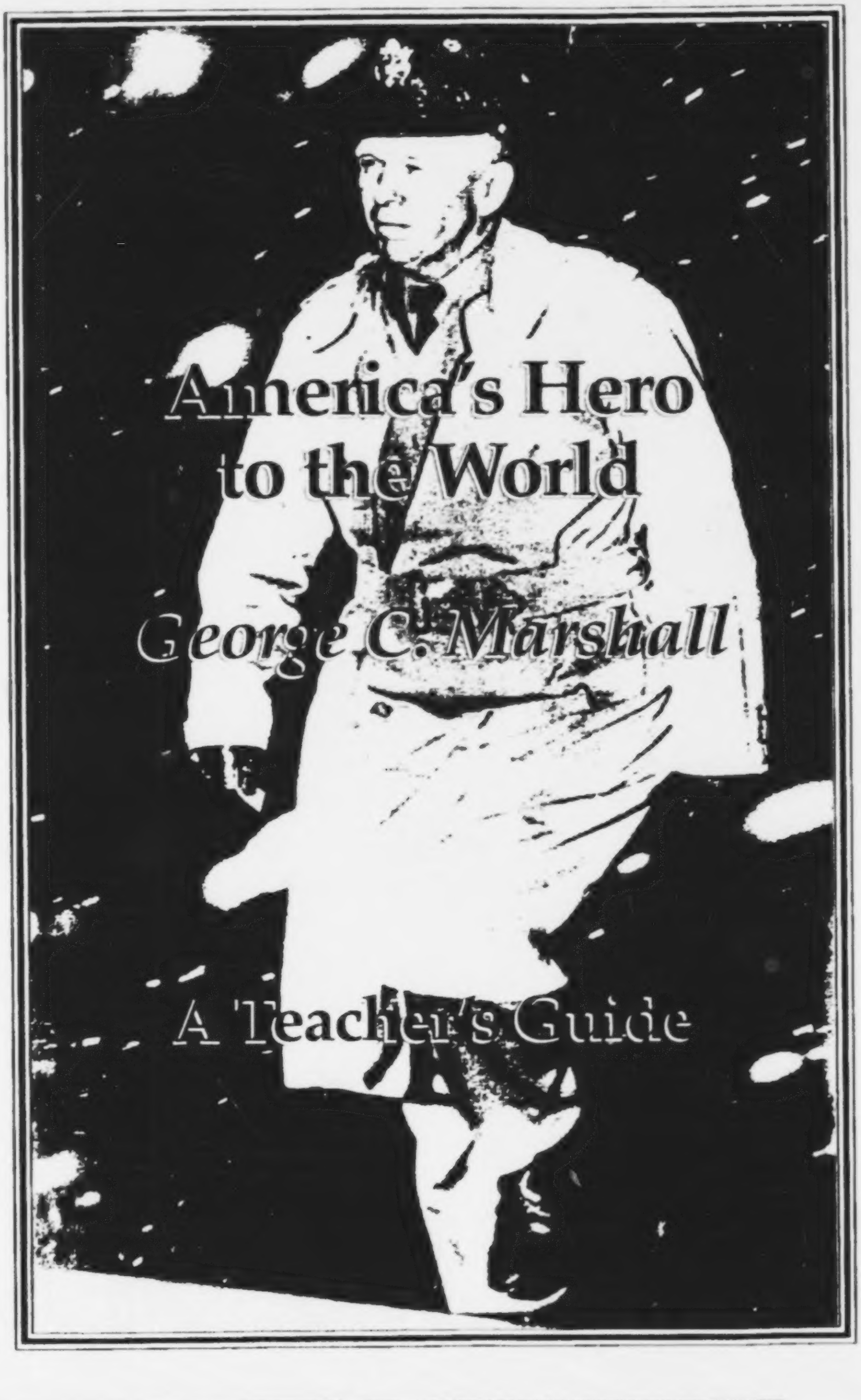

America's Hero to the World

George C. Marshall

A Teacher's Guide

SO 035 353

AMERICA'S HERO
TO THE WORLD

GEORGE C. MARSHALL

☆ ☆ ☆ ☆ ☆

A TEACHER'S GUIDE

☆ ☆ ☆ ☆ ☆

A Teacher's Guide to Accompany

America's Hero to the World, *George C. Marshall*

★ ★ ★ ★ ★

Produced by

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Second Edition, 2000

Teacher's Guide Contents

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This Teacher's Kit Includes Both a Resource and Photo Packet

America's Hero to the World, *George C. Marshall*

About This Guide

★★★★★

Our primary goal in producing this curriculum is to introduce students to General George C. Marshall, a remarkable man whose contributions as a leader are worthy of serious study for several reasons. Most important, he was a key player in many historic events of the 20th century. Marshall was a young officer in World War I and an aide to General John J. Pershing in the early 1920s. Rising through the ranks, he became U.S. Army chief of staff in World War II. In this role, he participated in eight wartime Allied conferences, helping to shape outcomes of global importance. Shortly after the war, he was asked by President Harry Truman to visit China and attempt to mediate the forces of democracy and communism vying for control of that government. While secretary of state, he developed and implemented a unique approach for the reconstruction of Europe, the European Recovery Program, better known as the Marshall Plan. As an outgrowth of that work, he encouraged the formulation of a system of mutual defense for Western Europe, the North Atlantic Treaty Organization (NATO). General Marshall's final call to duty was as secretary of defense during the Korean War, directing U.S. military policy in that United Nations "police action." He was also involved in Truman's decision to relieve General Douglas MacArthur of command for overstepping his military role during the Korean conflict. Marshall's postwar duty brought him nose-to-nose with the fanaticism of Senator Joseph McCarthy, who fueled a cold war "Red Scare" that influenced American attitudes during the 1950s.

Learning about the life of General George C. Marshall, therefore, is equivalent to studying many historic events of modern U.S history. We are aware of a teacher's need to ensure that students meet certain state-mandated standards of learning, while at the same time offering them relevant, engaging learning experiences. We hope the Marshall curriculum kit fulfills both needs and that the biographical approach taps students' interests. The content that emerges in the telling of Marshall's story happens to cover several units of typical U.S. history programs of study: World War I, World War II, the cold war, and the Korean conflict.

Another important reason for introducing General Marshall in the schools is that he stands out as a virtuous man. In a day and age when many leaders, despite considerable talents, have serious character flaws, students could benefit from a study of his life. No matter how deeply the reader delves into Marshall's story, there will be no embarrassing surprises in terms of his good character. If you wanted to create a model for students to emulate, you could not do better than George Marshall. His life will encourage certain young people sitting in your classroom today, for Marshall was a late bloomer as a student. Although not brilliant, he was able to overcome his early deficits through hard work and self-discipline. At the Virginia Military Institute, he found an area of study, the military arts, that clicked for him, and with that focus he developed his talents in impressive ways. He was a life-long learner, a quality we hope all of our students will develop. Though he sometimes made mistakes, he was an excellent observer, willing to objectively reflect on what he saw. With each new military experience, Marshall tucked away valuable lessons, applying them to new and increasingly complex situations. As a career army officer, he wanted very much to rise in rank, but only if that ranking was a reflection of his productive work. During World War II, he put service to his country ahead of any personal desire for gaining the field command he highly coveted.

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Furthermore, despite the fact that he wielded considerable power, especially in World War II, Marshall was never tempted to abuse it. He understood with remarkable clarity a fundamental concept of democratic government, that our nation's military is subject to the authority of an elected civilian and the people's collective will, expressed within constitutional limits. Marshall's awesome sense of duty caused him to answer the president's call to service even when he had served his country for many years and deserved a peaceful retirement. So in a school setting, where teachers want to convey the dual concepts of good character and effective citizenship, Marshall stands out as a model, who never lets you down.

For almost all of his military career, George C. Marshall worked behind the scenes to influence positive change. His methods of achieving these results often came through extensive negotiations, where gains were noted in words or sentences shifted or inserted in a single document, often after endless, mind-numbing meetings. Yet it was his ability to stay the course under tense, slow-moving conditions such as these that made him remarkable. The story is subtle, not easily told, especially to a young reader. In *America's Hero to the World,* we have strived to reveal General Marshall by describing many situations throughout his life where he showed the skills of leadership and the attributes of good character. Wherever possible, we used his words, allowing the reader to catch the details of his thinking, rather than getting the second-hand version. We hope that after reading the narrative and participating in supporting lessons, students will understand why General Marshall is recognized as a truly great man in American history.

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Introducing America's Hero to the World

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We think you will want to introduce *America's Hero to the World* and its accompanying activities before you begin the unit on World War II. The A&E video *General George C. Marshall, Solider and Statesman* provides an excellent overview of Marshall's life and thus is a good place to start. On page 8 of this guide you will find a description of the video. The Resource Packet, item 3, includes a viewing guidorama for use in your classroom. After the video presentation, consider having students read the first five chapters of the book on their own. This part of the narrative covers Marshall's life from the time he was a small boy in Uniontown, Pennsylvania, through his arrival in Washington, D.C., in 1938 as a general in the U.S. Army's War Plans Division. The contents of these chapters will acquaint students with the events that prepared Marshall for his duties during and after World War II. Those early chapters will also reinforce students' study of World War I and certain aspects of the Great Depression. On pages 3 and 4 of this guide, you will find a listing of activity ideas categorized according to their applicability either to the whole book or to specific chapters.

The activity "Getting to Know Him," on page 7, is an overarching journal writing assignment that can be continued throughout the reading of the book. Before students begin their study, consider reviewing this activity. You might like to use this approach as a way of helping students process new learning about George C. Marshall as they read. After you become acquainted with all the activity ideas contained in this guide, we think you will see the potential for integrating *America's Hero to the World* into major units, especially those focusing on World War I, World War II, and the cold war.

Getting to Know Him

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Students who study General George C. Marshall's life will see him as a man of excellent character and a person who made significant, positive contributions to modern American history. The following lesson idea gives students a systematic way of seeing why Marshall is worthy of serious consideration.

1. Before students begin reading *America's Hero to the World,* ask them if they have heard of General Marshall, and record their answers on newsprint or tagboard. Some may know he was a general, others may have heard of the Marshall Plan. Knowledge of Marshall will most likely be sparse.

2. After recording students' responses, show the video *George C. Marshall, Soldier and Statesman,* and ask them to add to the newsprint list. Keep this list for later follow-up. Distribute copies of the handout "Getting to Know Him" (see Resource Packet, item 2). Tell students that the writer of *America's Hero to the World* thinks the statements on the handout are true with regard to Marshall's importance. In reviewing the seven statements, elicit comments about what they might mean. Ask students to provide examples in support of any of the statements based on what they learned from the video presentation. Use a quote or two from "Getting to Know Him, Teacher's Version" on pages 27-31 of this guide as a way to further support their ideas.

3. Tell students they will be learning about an American hero, and you want them to keep a journal, making entries as they read each chapter. Their task is twofold: First, they should look for and record evidence supporting any of the seven statements. Second, if students see other qualities about Marshall that they like, dislike, or simply find interesting, they should write those down as well. (The second part of this task allows them to put their own spin on Marshall's importance and provides a basis for high-interest classroom discussion.)

4. By the time they have read the narrative, students should have collected lots of evidence supporting the seven generalizations about Marshall's contributions. However, it is important to process the journals after they have completed each chapter, using their responses as a means of keeping students engaged, and as a way of judging their understanding of the content. During these discussions, consider introducing some of the quotations about Marshall found in this guide on pages 27-31.

5. So that the entire class can get the benefit of new learning, after students have completed their reading, have them revisit the original sparse list developed about Marshall at the beginning of the unit. Ask them to use their journals as a source for adding new information. They should be quite pleased with a now hefty list.

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6. Invite students to express an opinion on whether they think the list of seven characteristics covers what they see as important about Marshall. Encourage them to generate their own conclusions, providing supporting examples from their journals.

7. Using their journals, have students complete *one* of the following tasks, based on their skills and interests. Ask them to:

   A. Write an essay titled "The General I Have Come to Know," developing specific examples to support at least three of the generalizations about Marshall.

   B. Draw a story illustrating a situation that best demonstrates Marshall's character or greatness. (Note: Students should sign up for the incident they choose to portray so there will be no duplication. Make a bulletin board display of the students' drawings.)

   C. Write and perform a skit about an important event illustrating Marshall's character or greatness. (Note: Once again ask students to identify ahead of time the scenario they will present to avoid duplication.)

   D. After the class completes presentations and the artwork is displayed, conduct a culminating discussion to reinforce new learning.

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Marshall on Video

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Each school that uses *America's Hero to the World* has purchased copies of two excellent videos about General Marshall.

1. *George Marshall and the American Century* is a product of Great Projects, Inc., runs 88 minutes, and won an 1994 Emmy for outstanding historical programming. It packs a double whammy for learning, providing an excellent biography of General Marshall while telling the story against a background of world events that are thoroughly relevant to an American history classroom. There's dramatic footage from World War I, World War II, postwar Europe, and Korea, and the video often features voice recordings of Marshall and Presidents Franklin D. Roosevelt and Harry S. Truman. The video allows students to hear many stories about General Marshall as told by people who knew him, including his stepdaughter, Molly Winn, and his goddaughter, Rose Page Wilson. Though the program is long, it could be shown fairly easily in three segments and would help the students get a rich sense of General Marshall and his place in history. The video could not be a more compatible accompaniment to *America's Hero to the World.*

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2. A&E's *General George C. Marshall, Soldier and Statesman* runs 50 minutes and also shows rare footage and exclusive interviews. It overlaps much of what is shown in the Great Projects video, but has the advantage of being shorter. For your convenience, we have included a viewing guidorama for this video. (See the Resource Packet, item 3-4.) Its purpose is to keep students fully attentive as they watch, and provide a basis for later discussion. The questions are easy and sequential, so most students will be able to answer the questions as they view. However, we realize there is a broad range of ability levels among your students, so we suggest that you use the guidorama in one of these three ways:

★ Ask students to read over the guidorama questions before the video is shown, then invite them to answer as many of them as possible while they watch. Let them know that they need not worry if they miss a few answers, since you will go over the material after the viewing. At the end of the video, while the content is still fresh in their minds, discuss each question and let the whole group generate the correct response.

★ Some teachers think that when students are required to write during a video viewing, they miss important content. If you share that view, consider distributing the guidorama ahead of time, asking students to read over the questions, and telling them that the whole class will answer the questions at the end of the showing. This has the effect of keeping students more focused without the distraction of writing.

★ You might choose not to distribute the guidoramas at all, but use the questions to generate previewing and follow-up discussion.

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Share a Space with a Hero

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General Colin L. Powell said, "I don't think it is an exaggeration to say that George Marshall was one of the greatest Americans who has ever lived." In describing General Marshall, Powell uses words such as integrity, compassion, wisdom, duty, dignity, and honor. One could conclude that General Powell considers Marshall his hero. Yet General Marshall himself would have thought it odd to be congratulated for these traits Powell attributes to him. To Marshall, these virtues should be expected of every good citizen in a republic. The following activity will help your students think further about what it means to be a hero.

1. After students read *America's Hero to the World*, share Powell's opinions of Marshall with the class to get them thinking about the question: "Why do we call George C. Marshall a hero?"

2. As a starting point for discussion, ask students to list the qualities of a hero on the board. If students disagree about certain attributes on the list, ask them to vote to include or exclude them from the "working" definition. Have them name individuals fitting the final definition of a hero.

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3. Next, provide a dictionary definition. Here's one that is paraphrased from *American Heritage Dictionary:*

> hero/heroine (n.). Any person noted for bold exploits, and favored by the gods. Any person noted for feats of courage or nobility of purpose; especially, one who has risked or sacrificed his or her life; a person prominent in some event, field, period, or cause by reason of his or her special achievements or contributions.

4. Using both the board list and the dictionary definition, ask students to formulate, and by consensus agree on, their own refined definition. Next, put students in groups and have them use their "Getting to Know Him" journals to collect evidence that Marshall was heroic. Ask each group to develop a paragraph describing their responses, and let students draw conclusions through discussion.

5. To further advance their understanding of Marshall's status, ask students to go to the website www.time.com. At that site they will need to click on *Magazine Archives,* then type in "man of the year" in the Time.com search box, then click on *Men of the Year*. By scrolling to 1943 and 1947, they will see that Marshall was named "Man of the Year" in both of these years. The articles about Marshall in both of the issues reveal much about his significant contributions during and after World War II and provide excellent insights into his character.

Extended Activities for *Share a Space with a Hero*:

1. Ask students in a brainstorming session to identify people in recent history who have worked behind the scenes to accomplish great things for the good of others. They might name ministers, civil rights leaders, medical researchers, or educators. Help students expand the list by mentioning some of these categories of contributions, and elicit their responses. There should be no duplicate names on the list. Many may mention Mother Teresa, for example, but after the first student makes that choice, press the others to pick another name. This will force them to dig deeper and learn more about others who work in this capacity in society.

   Remind students that these people may be a bit harder to identify because they are not in the public spotlight. It might help if you gather recent news magazines so students can look for ideas. *Time* magazine's 1999 four-part series on the 100 most influential people of the century might be helpful, especially the "Scientists and Thinkers" issue of March 29. Other magazines featured "those who made a difference" articles in 1999, since it was the eve of the millennium. Invite students to revisit the "Men of the Year" section of the www.time.com website for ideas. You might give students some intervening time to talk with their parents or friends or to search resources they have at home, so the list will be longer and richer.

   After the "Behind the Scenes Heroes" list is complete, ask each student to choose one of those names for further research. After students have had time to gather the needed information, instruct them to prepare a poster presentation of their findings to include these elements:

   A. Two or three tightly written sentences that briefly identify this person's importance and places them in a historic setting. For example:

      Jean Piaget, the pioneering philosopher and psychologist, was born in Switzerland in 1896 and died in 1980. He uncovered the secrets of human learning and knowledge by →

studying the seemingly illogical notions of children. Though best known for his identification of the four stages of childhood development, his biggest contribution was in the theory of knowledge. He especially recognized that human beings have multiple ways of knowing—a position that led to new thinking about approaches to education.

B. Two sentences that demonstrate new learning about this individual and that may be of interest to the class.

C. A quote by a contemporary of this person explaining his or her greatness.

D. A drawing or Xerox picture of the person.

E. A creative element (a poem, symbol, or drawing) that best illustrates the person's most heroic trait or contribution.

Display these results in a "Gallery of Heroes" for individuals in contemporary history who are worthy to share a space with General George C. Marshall. Be sure at least one student does a poster presentation about Marshall as well. Invite students to discuss in what ways "behind the scenes" heroes contribute to the nation's history.

2. As a further extension of this heroism concept, ask students to think of people in their own community who, though not famous, are virtuous people, working hard to improve their society, sometimes sacrificing personal time and desires to achieve a greater good. These individuals could be teachers, religious leaders or civic leaders, firefighters or other emergency workers, or those who contribute many hours to volunteer projects. A website that might help students think about the subject of local heroes is www.myhero.com.

Apply the same poster presentation concept to these local heroes, making the "Gallery of Heroes" a revelation of community strength. If time permits, invite these important local citizens to an appreciation reception in your classroom. For the program, ask students to present their posters to the class and visitors. Make the reception a special occasion by providing refreshments and inviting parents to attend. If you do not have the class time to orchestrate a reception, ask your students to write a letter to the person they chose, expressing appreciation for his/her contribution to the community.

3. Remind students that General George C. Marshall was awarded the Nobel Peace Prize in 1953, and that he holds the distinction of being the first professional soldier to be so honored. (See the Resource Packet, item 18, for his speech.) As an extra credit or enrichment assignment, invite one or more students to conduct research on the recipients of the peace prize in the last five years, and determine what each contributed to the quest for peace. After the student shares this information, ask the class to generalize about what they believe the winners have in common with General Marshall.

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On a Global Stage--Links

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General George C. Marshall was born in 1880, only 15 years after the Civil War, and lived until 1959, to the nuclear age. Over that span of time he witnessed many changes, and sometimes helped shape those changes. The activities below assist students in understanding Marshall's connection to many people, places, and events of the 20th century.

1. Ask students to keep in mind as they read *America's Hero to the World* that though Marshall grew up in a small town, by the time he died at the age of 79, he had lived in or visited many places throughout the world. Using a world map that is poster-size or larger, and some straight pins with each one attached to a colored ribbon, help students get a perspective of Marshall's extensive travels. As they read each chapter of the book and the author mentions Marshall either moving or traveling to a new place, have someone place a beribboned pin on the map in the appropriate spot. Students may be surprised at how often and how far Marshall traveled. As a way of reviewing at the end of the unit, have students recall the significance of each Marshall stop.

2 *America's Hero to the World* will provide students with many opportunities for broadening their knowledge of topics that interest them, and that are also important to modern history. Whether they like the study of people, events, or places, it's all there in the story of Marshall's life.

   A. Before students start reading *America's Hero to the World,* reiterate Marshall's participation in many important military and political events of modern history. Remind them once more that he often traveled the world, frequently met with important people, directly or indirectly influenced many decisions, and interacted with dozens of institutions and organizations. (For example, lots of students have heard of the movie *Saving Private Ryan*, and, despite its rating, most likely some have seen it. General George C. Marshall, as the narrative recounts, was the prime promoter and organizer of Operation Overlord, or the Allied invasion of Normandy. It was Marshall's influence that most shaped this cross-channel operation in 1944.)

   B. As students read, ask them to think about a person, place, or event that attracts their interest. (Note: At the end of this activity description, you will find a list that will help students make selections. Consider posting a copy of it before students begin reading, and allow students to choose their topics as they discover an interest.)

   C. Depending on available time, you could broaden or shorten the following task. Using the school and local library, as well as Internet sources, ask students to conduct research to prepare a three-part project:

      1. An oral report describing the significance of the person, place, or event studied.

      2. A brief but very specific explanation, written on a half-sheet of poster paper, that describes a connection between this person, place, or event and the decisions or actions of General Marshall.

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3. A creative element that will elicit interest from the students: a poem, a drawing, a rap, a cartoon, or artifact.

D. During the students' presentations, they will give oral reports, explain why they chose the "connecting" sentences for the poster, and display their creative elements.

E. After students have completed presentations, ask a couple of them to stay after school to place all of the poster "connections" and creative elements around the beribboned map that students used throughout the reading of the narrative.

F. As a follow-up, ask students to generalize about what they learned from this exercise. For example, how did the patterns that emerge fit the seven statements described in the handout "Getting to Know Him"? Were there any surprises? When looking at this cumulative collection of Marshall connections, were students impressed with the range of his work? Elicit opinions.

G. As an evaluation activity, ask students to use the information they produced and displayed around the room as a basis for an essay *test* titled: "General George C. Marshall—One of the Most Important Men of the 20th Century." This will help them see the connection between project work and substantive learning.

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GO TO THE NEXT PAGE FOR A LISTING OF TOPICS FOR THIS ACTIVITY →

Topics for *On a Global Stage-Links*

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PEOPLE	ORGANIZATIONS /INSTITUTIONS	ACTIONS, EVENTS, PLACES
	Chapter 4	
General John J. Pershing	Allied Powers	Treaty of Brest-Litovsk
Marshal Ferdinand Foch	Central Powers	Sinking of the Lusitania
President Woodrow Wilson	League of Nations	Second Battle of the Marne
Archduke Franz Ferdinand	Fourteen Points	St. Mihiel Offensive
	American Expeditionary Forces	Meuse-Argonne Offensive
		Treaty of Versailles
	Chapter 6	
Kaiser Wilhelm II	Isolationists/Internationalists	Munich Conference
General Francisco Franco	Nazis	Neutrality Acts
Neville Chamberlain	Fascists	Sudetenland
President Franklin D. Roosevelt	Atlantic Charter	Atlantic Conference
Winston Churchill	"Magic"	Miracle at Dunkirk
Premier Joseph Stalin	Weimar Republic	Lend-Lease Act
General Douglas MacArthur		Non-Aggression Pact, 1939
General Hideki Tojo		Operation Sea Lion
Secretary of State Cordell Hull		Operation Barbarossa
Nomura and Kurusu		Attack on Pearl Harbor
Secretary of War Henry Stimson		Bataan Death March
Benito Mussolini		
	Chapter 7	
Gen. Jonathan Wainwright	Joint Chiefs of Staff	Operation Overlord
Admiral Ernest J. King	Combined Chiefs of Staff	Operation Torch
Gen. Henry "Hap" Arnold	Afrika Korps	Operation Bolero
Gen. Dwight D. Eisenhower	Allied Powers	Operation Round Up
Gen. George S. Patton	Axis Powers	Operation Sledgehammer
Field Marshal Ernest Rommel		Normandy Invasion
Emperor Hirihito		Battle of Iwo Jima
		Battle of Okinawa
		Manhattan Project
		Battle of Kasserine Pass
		Anzio Landings
		Battle of Midway
		Manhattan Project
		Hiroshima/Nagasaki
		Potsdam Ultimatum

Arcadia, Casablanca, Trident, Tehran, and Potsdam Conferences (Choose 1)

→

Chapter 8

Chiang Kai-shek
Mao Tse-tung
George F. Kennan
Charles Bohlen
Ernest Bevin
Georges Bidault
Senator Arthur Vandenburg
President Harry S. Truman
Foreign Minister Vyacheslav Molotov

Nationalist Party (Kuomintang)
Chinese Communist Party
Policy of Containment
Truman Doctrine
NATO

Operation Vittles
Saar and the Ruhr
Holocaust
European Recovery Program
Berlin Blockade
Berlin Airlift
Palestine/Jewish Homeland

Chapter 9

Kim Il-sung
Syngman Rhee
Secretary of State Dean Acheson
Senator Joseph McCarthy
General Omar Bradley

United Nations
Universal Military Training
American Red Cross

"Red Scare"
Korean War
Awarding of Nobel Prize
Coronation of Elizabeth II
38th Parallel
Inchon Landings
National Security Act, 1947

* * * * *

A Picture Is Worth a Thousand Words

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For this activity students will use photographs from the book, and those included in the Photo Packet of the Teacher's Kit, to test their powers of observation by drawing inferences about both Marshall and certain historic events of his life. Consider one or all of these ideas:

1. Before students begin their reading of *America's Hero to the World*, and as a means of getting them interested in the study of Marshall, ask them to spend some time looking at the photographs of George C. Marshall included in the book. Based on their observations, have them write a description of General Marshall in as much detail as possible. Ask them to consider adjectives they would use, or character traits they would attribute to him. (What is his demeanor? Is he a careful man; A tidy man? A stern man? A tired man?) Invite students to share their individual descriptions with the class, and then have the whole group formulate a combined description of Marshall based on the follow-up discussion. Ask one student to writeup the description to be saved for later use. After students complete the reading of the narrative, ask the class to revisit the list and see how close they came to describing the character of George C. Marshall. Use this brief compare-and-contrast activity as a means of helping students understand both the value and fallacies of drawing inferences.

2. At the time students are reading about Marshall's role in the Meuse-Argonne offensive (chapter 4), have them carefully observe the photograph on page 41 of the narrative. Ask them to imagine that they are a newspaper reporter "in the field" reporting the war to the folks back home. Their task is to bring this incredible scene to life, using language rather than the camera to describe it. Read the best ones to the class, so students will see the power of both photography and the written word to convey the drama of war.

3. During the time students are reading chapter 7, distribute copies of photos 4-10 in the Photo Packet. You will think of many uses for these photographs, but consider these ideas:

    A. Ask students to consider the impact of war on individuals. Invite them to look carefully at the people in each photograph, both soldiers and civilians. Ask students to imagine a life for any one of those people, including his or her family ties, hometown, past occupation, hopes and dreams. Ask students to write a scenario placing that person five years into the future. Invite them to present the scenario to the class, using the photo to gain students' interest. Make sure students include in their presentations some element that describes how World War II changed the life of that person forever.

    B. All of these photos have captions that note the place and year of the scene. Invite students to conduct research to place these images in a larger historical setting: for example, the Normandy Invasion, or the battle for Saipan. Have students use their chosen photographs as tools for explaining the larger historical event.

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C. In his Nobel Prize acceptance speech, George C. Marshall noted that, "The cost of war in human lives is constantly spread before me, written neatly in many ledgers whose columns are gravestones. I am deeply moved to find some means or method of avoiding another calamity of war." Ask students to use this quote as the starting point for a brief reaction paper about any one of the photos.

D. Invite students to write a dialogue between any two people shown in the photos.

E. Ask students to imagine that they are a close relative of one of the people featured in a photo, and describe the picture from that person's point of view.

Mural, Mural on the Wall, and Read Me a Story

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1. As a culminating activity in the study of General George C. Marshall, ask students to draw a fabulous dramatic mural to display in the classroom, hallway, or cafeteria. The organizational arrangement is easy: Each group draws and colors a panel featuring one chapter of *America's Hero to the World*. (Note: Chapters 6, 7, and 8 cover a lot of content. For each of these chapters you might consider assigning two groups per chapter, asking each to create a mural panel for one half of their designated chapter.)

   You can usually find butcher paper at the school for such a project. By providing each group with a panel that is about 5′x 7′ you avoid the usual mural problem of having too many people working on the same long piece of paper. This way, each group completes its own part, and then the whole mural is assembled when all are finished. Let students know that they need not be great artists to create this mural: They can tell the story using symbols instead of drawing realistic-looking people or they can even use bold, colorful stick figures to convey the message. Emphasize to students that the panel should be visually dramatic and accurately depict at least two or three key parts of their chapter.

   After the mural is assembled, have each group of students "defend" their panel by explaining why they believe the events they chose to portray are the key ones. As an added incentive, tell students you are going to allow them to "read" the mural during the unit test. This may motivate them to think of drawing a picture in history class as having potential for real learning.

2. Due to obvious space problems, you may not want each of your classes to produce a mural. As an alternative, ask the students to write a fictional story based on one of the chapters in the book. Tell them that they will need to incorporate at least 6-10 facts from the chapter they read, plus two or three vocabulary words. After the group has written the story, have one member word-process it. Ask the group to highlight the "facts" and the vocabulary words in two different colors. Invite the writers to design a cover for their story, laminate and bind the pages, then display the finished copy for the whole class to read and enjoy. (Idea from Linda Wagner and Colleen Milligan)

The Military Life: Companies and Battalions

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1. General George C. Marshall was a career military man. As students read the narrative, they may find themselves asking questions about the military chain of command. For example, when they read in chapter 5 that Marshall commanded a regiment, just what does that mean? In the Resource Packet, item 5, you will find an organization chart for the United States Army. Copy it for students' use as they read. Remind them to check the chart each time they read of Marshall's receiving a promotion; this will give them a much better understanding of the responsibilities and powers of added rank.

2. To further help students understand the military life, consider inviting them to tap these outside resources:

   A. In most communities there are local citizens who were educated at one of the military academies: Virginia Military Institute; the U.S. Army Academy at West Point; the Naval Academy at Annapolis, the Air Force Academy; the Coast Guard Academy: or the Citadel. Through your students, friends, or community leaders, identify such a graduate (ideally someone from VMI) and invite him or her to speak to your class. To make the experience more interactive, ask several students to relate to the speaker certain situations described by Marshall in the narrative, and ask him/her to say whether or not "rules and regs" at military school have changed based on more recent experiences. Allow plenty of time for students to ask questions about hazing, drill, academic rigors, or the Honor Code. As a practical comparison, encourage students to inquire about requirements for entry into these institutions today as compared with Marshall's experience.

   B Ask several students in the classroom to visit the VMI website at www.vmi.edu. Invite them to use the information there to compare today's standards for admission to VMI with the circumstances under which George Marshall was admitted. Specifically, click on "admissions," then "admission requirements," and find out whether Marshall would qualify for VMI today. Further, find out in what ways the class of 2000 differs in its demographic, gender, and racial makeup from the class of 1897. Finally, ask students to determine in what other ways life at VMI would be different today than it was during Marshall's time there.

   C. Consider asking a career army officer to come to your classroom and talk about some of the issues raised in *America's Hero to the World*: the steps to promotion; whether longevity should supersede ability; the quality of training; a volunteer army versus a professional army; Marshall's concept of Universal Military Training; and the question of women in the armed services.

   D. To broaden the scope of students' understanding of the military, declare an Armed Services Day in your classroom and invite military veterans from as many of the services

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as possible to speak. Make a special effort to include veterans who are survivors of America's wars: Operation Desert Storm, Vietnam, Korea, or even World Wars I and II. Have the students write these veterans letters of invitation so they can explain the context of the visit, and include a set of questions for the speakers to consider before arriving. Organize a panel discussion so the event will have some structure tying back to the study of Marshall. If possible, create the mood of a Veterans Day with a display of flags, martial music, and any military memorabilia students might bring in from their own family treasures.

After the event, invite students to write thank-you letters to the veterans explaining what they learned or enjoyed most about the Armed Services Day visit.

When I Was a Kid

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When George C. Marshall was interviewed by biographer Forrest Pogue, he seemed to especially enjoy telling stories of his youth, relating dreams and schemes from what seems to have been a happy childhood in Uniontown, Pennsylvania. Students will enjoy reading some of these stories in chapter 1 of *America's Hero to the World.* To add to students' interest in Marshall as a boy, invite them to read *The Ponderosa Tomato Story* and *The Bee Incident* in the Resource Packet, item 6-7. From the Photo Packet, ask them to examine photos 1-3 carefully, so they can get a sense of how Uniontown looked at about the time Marshall was a boy there. (These images are from *In Other Years,* by John K. Gates of Uniontown.)

Using all of this information, ask students to write a reaction paper comparing and contrasting their own childhood with that of Marshall, inviting students to consider whether it was easier or more difficult to be a kid in Marshall's time. Just for fun, but also to find common ground with Marshall, encourage students to relate stories of their own childhoods. Ask for volunteers, once each day while you are reading about Marshall's early life, to share a story from their "younger days," prefacing their memory with, "When I was a kid . . . "

As an extra credit or enrichment assignment, ask students to look carefully at the Uniontown photos, and then write a fictional story about Uniontown with Marshall or his friends as the main characters. Encourage them to use the photos to create as authentic a setting as possible for their story. Share these with the class. If you can locate a copy of *George C. Marshall Interviews and Reminiscences for Forrest Pogue*, read other Marshall childhood stories to the students for their enjoyment.

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Map It

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Some of your students will find it interesting to draw and color battle maps. The narrative mentions various military engagements from World War I, World War II, and Korea. After the class has completed the reading of *America's Hero to the World*, or after each war has been studied, choose at least five or six students to complete this assignment while others work on some other project.

1. Ask these students to research one of the battles mentioned in *America's Hero to the World*. After each gains a good understanding of their selected military engagement, ask them to draw their own maps, or embellish Xerox copies, to show the major action of the battles.

   Divide the remaining students into groups and have them visit the six "map experts," on a rotating basis. Each map-maker will present a "mini-analysis" to the visiting group, explaining the featured military action. Students visiting each "expert" will be expected to write down why that battle was considered important. Conduct a follow-up discussion with the whole class, providing connections to other events described in *America's Hero to the World*.

2. Ask all students to complete a map of Europe featuring one of the characteristics below. (The textbook will probably provide the needed information for most of the maps; if not, an encyclopedia or other reference source will help. An outline map of Europe from the Resource Packet, item 10, can be copied for student use, though students completing Maps A and B will have to color across modern boundary lines to complete the task.) Reminding them that they should label all countries, and use color on the whole map, have them depict one of these:

   A. Europe as it looked before World War I, 1914.

   B. Europe as it looked after World War I, 1919.

   C. A map of Europe that shows the extent of Nazi expansion in Europe by 1941.

   D. Europe as it looked after World War II, 1945.

   E. The European countries that received aid through the European Recovery Program.

   F. A map of Europe that shows NATO countries, Warsaw Pact countries, and those that belonged to neither, by 1955.

After students complete individual maps, put them in groups of five, with each of the five having completed a different map. Have the students write down four or five observations that are apparent from looking at all the maps together, using compare-and-contrast language. Follow the group work with a whole class discussion, focusing on how Europe has changed as a result of two world wars.

Pros and Cons—What's That All About?

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1. Though General George C. Marshall gets good marks from historians, some of his decisions have been criticized. While other students work on another project, consider allowing four of your most capable students to conduct independent research on one of these controversial topics:

   ★ Marshall's role in the days leading up to the Japanese attack on Pearl Harbor, 1941.

   ★ Marshall's support of the decision to drop the atomic bomb.

   ★ His handling of the mission to resolve the differences between the Communists and Nationalists in China, 1945-1946.

   ★ His opposition to the recognition of a Jewish state in Palestine, 1948.

   (You will need to help students locate resources. Check the bibliography in *America's Hero to the World*. Forrest Pogue's four-part biography of Marshall is very thorough and balanced. Ed Cray and Mark Stoler tell Marshall's story from several perspectives as well. These sources are available in many public libraries.)

2. Ask the four students to present their findings in a report to the class. Each should have read two sources other than the narrative, and must use at least two primary quotes, one from Marshall and one from someone else who was directly involved in the incident.

3. As each student presents, ask the audience to write down two new pieces of information regarding each incident. Immediately after the presentations, ask the listeners to write a reaction paper expressing how they feel about each decision Marshall made. The next day, read some of the responses. Hopefully they will reflect a better understanding of these incidents and Marshall's role in them.

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The Marshall Plan: If They Could See Me Now

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To prepare students for this activity, review with them what they learned about the European Recovery Program from reading chapter 8 of *America's Hero to the World*. If you have not done so, show students the portion of the *Great Projects* video (See page 8) covering the Marshall Plan. This will give students strong images of the suffering experienced by these countries after the war. It will also reinforce Marshall's role in developing and gaining passage of the European Recovery Program (ERP).

Consider using portions of the Marshall Plan speech (see the Resource Packet, item 17), to discuss the specific "ground rules" of the plan. Finally, give students the handout provided in the Resource Packet, (item 15) called *The Marshall Plan, Recipient Countries*. So students get the full impact of the huge contribution our country made, be sure to point out the 1990s equivalent dollar values. For a followup activity to the discussion:

1. Divide the class into partnerships and have them choose one of the ERP recipient countries as a subject for a project. Arrange library time for the class, so students can collect basic information about the country: its exact location, size, land features, population, language, religion, and what it received from the ERP. Give the partnerships a single sheet of poster board, and ask them to record this in an attractive way for a later display.

2. Next ask one partner to find information about what this country was like during and after World War II, focusing on the social, political, and economic conditions. As a way of assessing that nation's degree of recovery from the war, ask the other partner to find out what the country is like today in terms of those same factors. Have each of the students write a one- or two-page report on their findings.

   (For a simple version of this activity, a good encyclopedia will probably provide enough of the needed information. For a more elaborate version, have students consult single-topic books about their chosen country, or even ask them to contact embassies about the topic.)

3. Review with the students how to write compare-and-contrast statements, providing several examples. Have them use the information gathered in preparing their respective reports to write several compare-and-contrast statements describing changes that occurred in their countries. Have them write the three most important statements on a piece of poster board.

4. Using a half-sheet of white posterboard, let each partnership draw and color their chosen country's flag.

5. Make an exhibit that showcases the 16 countries. Display the flag, then the information poster, and finally the compare-and-contrast statements.

6. Use the information in the display as a vehicle for discussing the importance of the Marshall Plan to European stability.

The Marshall Plan: It's Good for All of Us

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After students read about the Marshall Plan in chapter 8, review with them the portion of the *Great Projects* video dealing with the Marshall Plan debate. Remind students that after the European Recovery Bill was presented to Congress, Marshall traveled extensively across the United States for six months, selling the American people on the importance of supporting the passage of this legislation.

1. Invite students to imagine that Marshall had organized a poster contest, asking participants to develop and design a poster that would sell Americans on the idea that the European Recovery Act was a good thing.

   (Explain to the students that in 1950 the European Recovery Program *did* sponsor an international poster contest as a part of its public relations campaign. More than 10,000 entries were submitted in local competitions. Included in your Resource Packet, item 11, are black-and-white copies of some winning posters. Pass around a few copies of these for students to see.)

2. Next ask the students to design a poster for an *American audience* to promote the passage of the European Recovery Act. Have them reread the section of *America's Hero to the World* relating to Marshall's cross-country travels promoting the plan's acceptance. The writer points out that Marshall used three main ideas in winning over his audiences. Ask students to think about those three ideas as they create their posters.

3. To enrich this activity, draw on excerpts from the Marshall Plan speech (see Resource Packet, item 17) to remind students of the underlying motivations of the European Recovery Program. Have the students incorporate at least one of Marshall's points in developing ideas for a poster.

4. Have someone in the school or community judge the posters, and display the winning entries in a prominent place.

5. In a follow-up discussion, encourage students to think about why the Marshall Plan was good, not just for Europeans but for Americans as well.

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NATO Now

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"I started NATO," General Marshall told his biographer, Forrest Pogue. "I got every living soul, one after the other, to talk to me personally on the thing and to get them stirred up to do this business." The North Atlantic Treaty Organization was founded on April 4, 1949. The United States, Canada, and 10 European states signed a joint-defense pact declaring that an attack on one signatory state would be considered an attack on all. Many believe that NATO was an obvious outgrowth of the European Recovery Program. In both cases, European countries were making a cooperative effort to either restore economies or protect democratic countries.

Ask several students to monitor modern-day NATO activities so the class can see how this organization has responded to the ever-changing political and military climate in Europe. One place for the students to begin is the NATO website: www.nato.int. This will acquaint them with the organization's history along with its recent actions. Ask these students to acquire and post some recent articles—either from the Internet or from other periodical sources—featuring recent attempts by NATO forces to stop aggression in Europe. For each article, require that the student write a brief analysis of the described NATO action, taking into consider the questions below:

- ★ Is NATO doing the job envisioned by its founders?
- ★ How are the problems NATO seeks to resolve today different from those it tackled during the cold war?
- ★ What are both the positive and negative effects of a collective defense system in Europe?
- ★ How do people here and aboard seem to view recent NATO actions?
- ★ What is the constitutional basis for the United State's participation in NATO actions? What is the role of the president and the U. S. Congress in decisions relating to NATO?

Create a special section of a bulletin board for an ongoing posting of this information. Use the board as the basis for a continuing discussion of NATO's role in Europe.

'Toons

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As secretary of defense, George C. Marshall participated in the decision that resulted in the firing of General Douglas MacArthur. Senator Joseph McCarthy of Wisconsin disagreed with Marshall's action, and proceeded to put him on the already lengthy list of those he labeled "Red." The dramatic events of the 50s, fueled by the dramatic behaviors of both MacArthur and McCarthy, made good copy for cartoonists. In the thick of these events, Marshall sometimes made the 'toons as well. For this cartoon analysis activity, make class copies of the two Marshall cartoons that are provided in the Resource Packet, items 12 and 13.

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Ask students to look at the cartoons carefully. Instruct the students to quickly write a paragraph about each cartoon, describing the story that is being told. Remind them to identify all players, and to draw conclusions about the cartoonists' opinion of the situations portrayed. Have some students read their narrative versions of these events aloud, and use their interpretations as a starting point for discussing the two cartoons.

Some questions for the cartoon featuring Marshall and MacArthur (item 12) might include:

1. Is there any indication that the cartoonist likes MacArthur better than Marshall?
2. Even without MacArthur's name appearing on his jacket, how would we recognize him?
3. What border in Korea might this cartoon remind the reader of?
4. Are MacArthur and Marshall presented as equals in the cartoon, or does one seem more important than the others?
5. Do we have any idea what the driver of the car thinks about the situation?
6. What techniques has the cartoonist used to convey his point of view?

For the cartoon featuring McCarthy and Marshall (item 13), consider asking the students:

1. How is Marshall pictured in the cartoon? Powerful, bullying, confident?
2. How is McCarthy portrayed? As a brat, or as David facing Goliath?
3. Should the reader attach any importance to the relative size of the two people featured in the cartoon?
4. What do you think the cartoon artist believes will be the outcome of McCarthy's attack on Marshall?
5. What techniques has the cartoonist used to help you see his point of view?

As a follow-up, invite two artistic students to draw cartoons using the same subject matter but presenting another point of view. Share these with the class, discussing how the student artist accomplished the change. If time permits, extend students' understanding of cartoon interpretation by having them analyze current political cartoons about subjects they find familiar.

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At Home in Leesburg

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As the narrative explains, George C. Marshall had demanding roles as army chief of staff during World War II, and later as secretary of state, then secretary of defense. Dodona Manor, his home in Leesburg, was a place for him to relax, to get away from the burdens of high-stress jobs. Since he was a young man, Marshall had loved to ride. While at Dodona he kept a horse stabled at a nearby farm and rode on weekends, often with his stepdaughter, Molly Winn. He also loved gardening, and frequently mentioned the progress of his vegetables in letters to friends and family. Marshall even used a gardening metaphor in his Nobel Prize acceptance speech. Though the work was physically demanding, he found the digging, weeding, and planting therapeutic. Read Marshall's letter to David Burpee (Resource Packet, item 14) so they get a sense of the importance he attached to gardening.

Ask students if they understand why horseback riding and gardening, both of which can be physically rigorous, are also relaxing activities. Give them an opportunity to discuss their own feelings of being overworked or stressed out. Invite them to share their own preferences for relaxation, as well as those enjoyed by their parents. Elicit student opinions on the necessity of rest and recuperation for national leaders in high-stress roles. You might point out that Marshall, hearing about General Dwight D. Eisenhower's anxiousness prior to the Normandy Invasion, insisted that he return to the United States for a two-week vacation only weeks before the D-Day landings. Marshall believed the change of scene was crucial. As an enrichment assignment, ask a couple of students to check newspapers or magazines for a while to find articles about how contemporary public figures, including presidents, relax. Ask other students to find articles in health or medical periodicals confirming the importance of exercise and relaxation to good health. Have both groups share their findings. In a follow-up discussion, ask students to consider the negative impact to the public of overworked, overstressed public figures.

Marshall's Memory

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Depending on your geographic location, you might be able to plan a field trip for your students to one of the major historic sites honoring the memory of General George C. Marshall. Marshall greatly enjoyed his home at Dodona Manor in Leesburg, Virginia where he lived from 1945 to 1959. Through the efforts of the George C. Marshall International Center, the pre-Civil War home is now being fully restored to reflect the time of the Marshall's residency. For information call 703.777.1880, send an e-mail to Marshall@crosslink.net, or visit the website at www.georgecmarshall.org. When planning a field trip to Dodona Manor, call in advance so that the educational staff can prepare a special tour for your group. The Center's address is 212 E. Market Street, Leesburg, Virginia 20176. (See the enclosed brochure.)

The Marshall Museum and Library, dedicated in 1964, is located in Lexington, Virginia. Not only does the museum house the papers and documents of General Marshall, it has excellent interpretive programs for student groups. It has a collection of more than 2,000 items, such as the Nobel Prize for Peace, which have been loaned to the Museum Foundation by Marshall's family or associates. When planning a field trip, contact Paula Cushman by calling 540.463.7103, ext. 231. For further information about the Marshall Museum, visit its website at www.gcmarshallfdn.org. The mailing address is P.O. Drawer 1600, Lexington, Virginia 24450.

Getting to Know Him, The Teacher's Version

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1. General George C. Marshall was a man of good character. Powerful people recognized that he was an honest, straightforward person. Because they trusted him, they accepted his leadership and listened to his ideas about how things should be done.

> Among his [Marshall's] greatest assets were his high standards, his integrity, concentrating always on the task at hand; his self-control, exceptional patriotism and profound humility.
>
> LTC. David Saltman, AUS (Ret.), reprinted from the *Officer Review*, December 1995, by the George C. Marshall Foundation

> Marshall's character cast a giant historical shadow. His leadership qualities, self-control, sense of honor and duty, and apparent lack of personal ambition were so extraordinary that virtually every individual with whom he worked, from President Harry S. Truman on down, felt duty bound to recount and comment on them in hushed tones of reverence.
>
> Mark A. Stoler, from *George C. Marshall: Soldier-Statesman of the American Century*

> He was a man of absolute integrity. You felt the firmness, as if it were written in large letters all over him. His personality infected the entire State Department. It gave it a sense of direction and purpose. We realized we were working for a great man.
>
> Charles Bohlen, U.S. Diplomat

> Though an architect of American power, Marshall himself, in the words of a 1940s newspaper editor, seemed "not intent on appearing powerful." In the company of assorted leaders—transformational, symbol-juggling, chest-thumping, table-pounding, or charismatic—Marshall remained unassuming. His understated, self-confident manner won him comradely respect from Churchill, FDR, Stalin, and Truman, and respectful deference from assorted Pattons and MacArthurs.
>
> Beverly Blois, *Loudoun Times Mirror*, Dec. 31, 1997

2. General George C. Marshall was a life-long learner. As a career army officer, he interacted with people from all ranks, and observed how they responded to his decisions. Learning from these observations, he improved his ability to motivate and lead men during World War II when he was army chief of staff, and later when he became secretary of state, and then defense.

> From his experiences and analysis of events during this war [World War I] and during the period 1919-24, when he was General Pershing's aide in the War Department in Washington, Marshall learned many lessons, large and small. Indeed, many of the policies he sought to implement in the 1940s were aimed at avoiding the mistakes of this period. Marshall's lessons influenced everything from the donuts and cokes on the beach at Normandy to decisions on who would lead the men in that invasion.
>
> Larry I. Bland, editor, *Papers of George Catlett Marshall,* in a speech of June 30, 1999

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Marshall returned to America as personal aide to Pershing. . . . Marshall stood above partisan politics but learned how to deal with politicians and national leaders—an apprenticeship that paid off later. His years as aide to the Army Chief of Staff [Pershing] gave Marshall an education in the political realities of soldiering in a democracy.

Lance Morrow, reprinted from *Smithsonian Magazine*, August 1997

3. General George C. Marshall's genius was that of a great organizer, a person capable of resolving a difficult situation by bringing order and design to complex problems, often involving large groups of people with many different opinions and ideas. He found ways to lead efficiently without violating the boundaries set down by the Constitution of our democratic government. For example, he understood that civilian, elected leaders, not the generals, control the policies that lead to military actions. His organizational skills were critically needed in World War II, when the United States had to work with many different countries in winning a very complicated global war.

Marshall's genius lay in his ability to combine an immense talent for organizing global military (and diplomatic) operations with a unique sense of how such organization had to be accomplished in a democracy.

Forrest Pogue, from *George C. Marshall, Interviews and Reminiscences*

In World War II General Marshall was a global commander, in charge of ground and air forces in nine theaters throughout the world. His many burdens included persuading Congress to appropriate funds for ever-increasing matériel, as well as influencing industry leaders to keep pace with the ever-expanding military needs. He spent six long years as the architect and builder of the most powerful army in American history.

David Saltman, *Officer Review*

He possessed an extraordinary intellect, an astounding memory and what might be called a kinetic military imagination—a genius for seeing the dynamic interaction of facts in rapid motion through time.

Lance Morrow, *Smithsonian*

The organization, training, and equipment of this great Force of Freedom, with the fact that it is the healthiest, best clothed, best fed, and best paid army in the world is not the result of chance. It stands as a monumental tribute to the genius, indomitable energy, almost superhuman foresight, and leadership of George Marshall.

Eric Severeid, quoted in *Together, Annals of an Army Wife* by Katherine T. Marshall

By dint of cool authority, Marshall had come to be the acknowledged leader of the American Joint Chiefs of Staff. He alone had held his post since the outbreak of war. He alone had the global vision to balance competing European and Pacific theaters and commanders, the personal reputation to keep such headstrong men as Douglas MacArthur and Joseph Stilwell in line, and the sheer physical presence to convince Congress and the public that the war was in good hands. . . . Those meeting him even for the first time came away reassured by Marshall's confidence, his commanding grasp of a war waged in five theaters, and his austere manner. Somehow he seemed a man to whom one could entrust one's sons and the fate of the nation.

Ed Cray, *General of the Army George C. Marshall, Soldier and Statesman*

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The second set of social-political lessons Marshall had learned by the mid-1920's was that military professionals ought, in general, to accept American society as it was, to learn how the relevant aspects of society worked, and to accept the occasional "squeakings of democracy" (that is, unfair criticisms, misunderstandings, and just plain cussedness on the part of civilians).

Marshall did not approve of any questioning of the subordination of the military to civilian authority. . . . Marshall worked to overcome army officers' tendency to keep themselves separate from (and presumably superior to) civil society and to dismiss outside criticisms as mere ignorance or even malevolence.

Marshall understood that reporters had to investigate, columnists to pontificate, politicians to orate, bureaucrats to complicate, and soldiers to gripe. . . .
Larry Bland, June 30, 1999, speech

4. General George C. Marshall believed in the resourcefulness, loyalty, and wartime potential of the citizen soldier. He believed they could meet the military needs of the nation when called upon, *if* they were well-equipped and well-trained.

(On lessons Marshall learned from his duty with General Pershing:)

One lesson was of the crucial importance of properly trained citizen-soldiers to America's success in future wars.

Marshall was confident that the war to end all wars had not yet been fought, so future wars would probably be even less forgiving of American unpreparedness than in 1861, 1898, or 1917, as the United States would become involved sooner and the wars would be ones of mechanization and rapid mobility. Moreover, American history and tradition preclude a large, standing, professional army, so institutions and techniques had to be developed to enable the citizen-soldier to defend the nation effectively. . . . Consequently, Marshall was a strong supporter of an effective National Guard, ROTC, and the Reserve Officers' Corps.

In 1943, Marshall ordered that planning begin for a peacetime army based upon one year of Universal Military Training (followed by several years of Reserves obligations) for every physically fit male upon graduation from high school. UMT was not the same as the draft; it was training only, and only in the U.S. . . . UMT, being universal, tended to be fairer, and fairness was a crucial issue for Marshall.
Larry Bland, June 30, 1999, speech

It [Universal Military Training] would establish not a large, expensive, and dangerous standing army, but rather an enormous pool of trained men who would only be called up when needed. It was thus "the only sensible, business-like, democratic, and financially possible way" for the United States to prevent war and maintain its global interest while preserving its democratic system.
Mark Stoler, *George C. Marshall: Soldier-Statesman of the American Century*

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5. General George C. Marshall was born in 1880 and died in 1959. During his lifetime he was a key player in military and political events that marked America's emergence from isolationism to internationalism.

During the 1930s, when America was basically isolationist and largely pacifist, Marshall, along with some others, had the historical imagination to anticipate war on a scale that would have seemed to most Americans an apocalyptic fantasy. It took great daring and steadiness to prepare for such an apocalypse. Again, after the war, he led America out of isolation with the Marshall Plan.

As soldier and statesman, Marshall served eight Presidents in a 50 year career. He was born on the last day of 1880, only 15 years after the Civil War, in Uniontown, Pennsylvania, in a primarily agricultural nation of 38 states. His career—young lieutenant in the Philippines at the turn of the century, General Pershing's chief of staff in World War I, organizer of victory in World War II, Secretary of State as the Cold War hardened—personified the American transformation from small-town insularity to global preeminence. The arc of his life was also the nation's trajectory. He molded his life and work to his duty and nation—and those four things became indistinguishable.

Lance Morrow, *Smithsonian*

6. General George C. Marshall's greatest contribution as an internationalist was his role in developing, passing, and implementing the European Recovery Program, better known as the Marshall Plan. The Marshall Plan marked an important, positive shift in the way a nation treated those who had been defeated. It also recognized the connection between economic well-being and a stable political situation.

Aside from the demoralizing effect on the world at large and the possibilities of disturbances arising as a result of the desperation of the people concerned, the consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist.

George C. Marshall, Harvard Speech, June 5, 1947

By raising living standards and increasing productivity in Western Europe, the Marshall Plan curbed Communism, stimulated trade and economic growth, helped preserve political stability, and made possible a vigorous and enduring North Atlantic Treaty Organization. Given its objectives, it was the most successful foreign aid program in American History.

From the pamphlet *The Marshall Plan: A Fifty Year Perspective*

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7. General George C. Marshall accepted awesome responsibilities, especially during World War II and its cold war aftermath. Even though the positions he held put heavy demands on his time and physical well-being, he always showed self-discipline and control. Because of these pressures, he especially valued the time spent with his family at Dodona Manor in Leesburg, Virginia.

> Marshall's public image also benefited from his insistence on seclusion—at either Ft. Myer or Leesburg where Mrs. Marshall was restoring Dodona Manor and where Molly and her two children were temporarily living. Here he could spend his all-too-rare free time with his beloved garden and grandchildren, a method of relaxation that matched the ancient Roman image Americans still cherished of the virtuous and simple citizen-soldier.
>
> Marshall needed all the rest and relaxation he could get . . . at Dodona Manor, for his burden remained enormous.
>
> Mark Stoler, *George C. Marshall: Soldier-Statesman of the American Century*

General Marshall at Dodona Manor wi[illegible] Molly's children, Jimmy and Kitty Winn, 1944.

★ ★ ★ ★ ★

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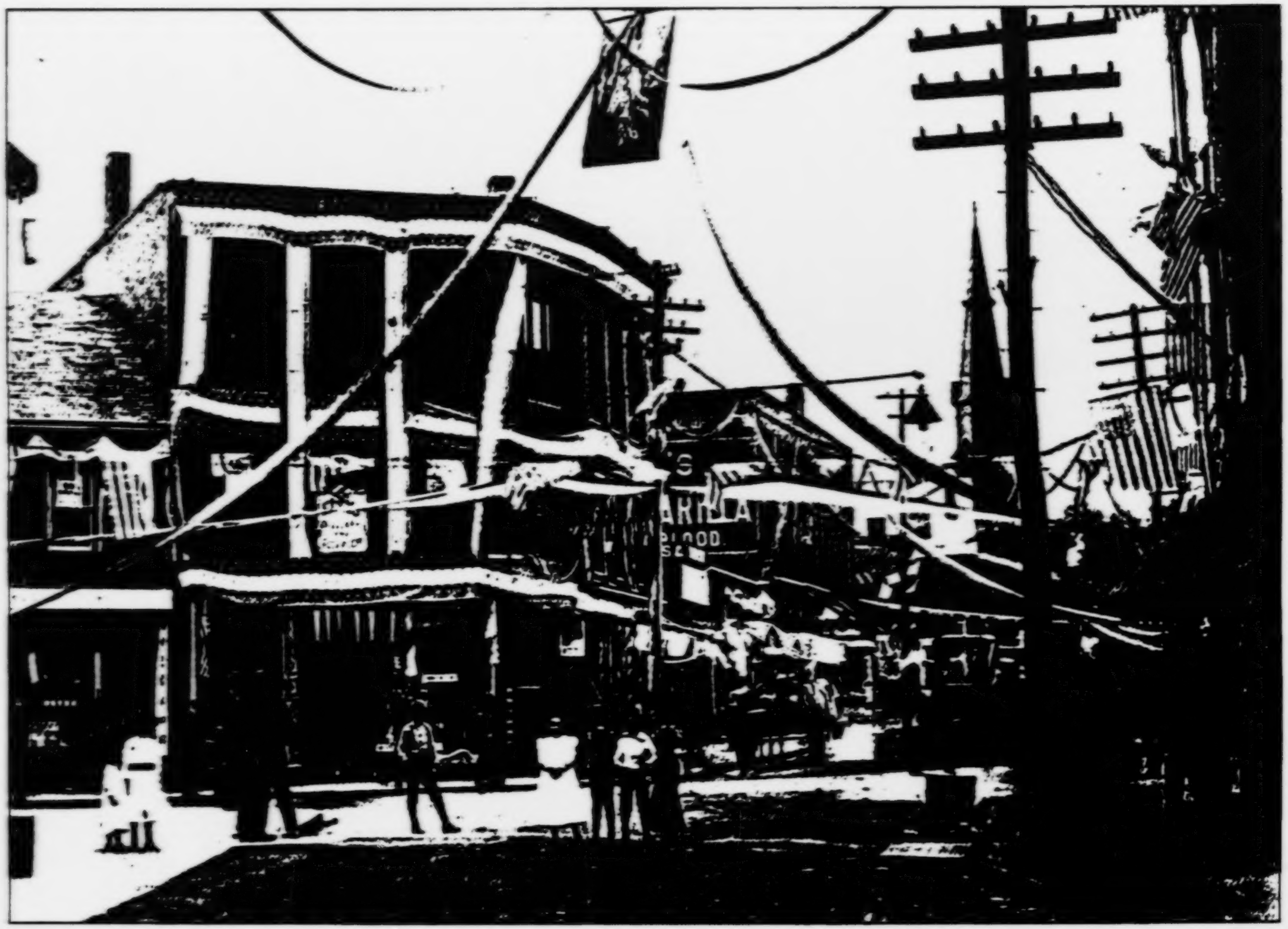
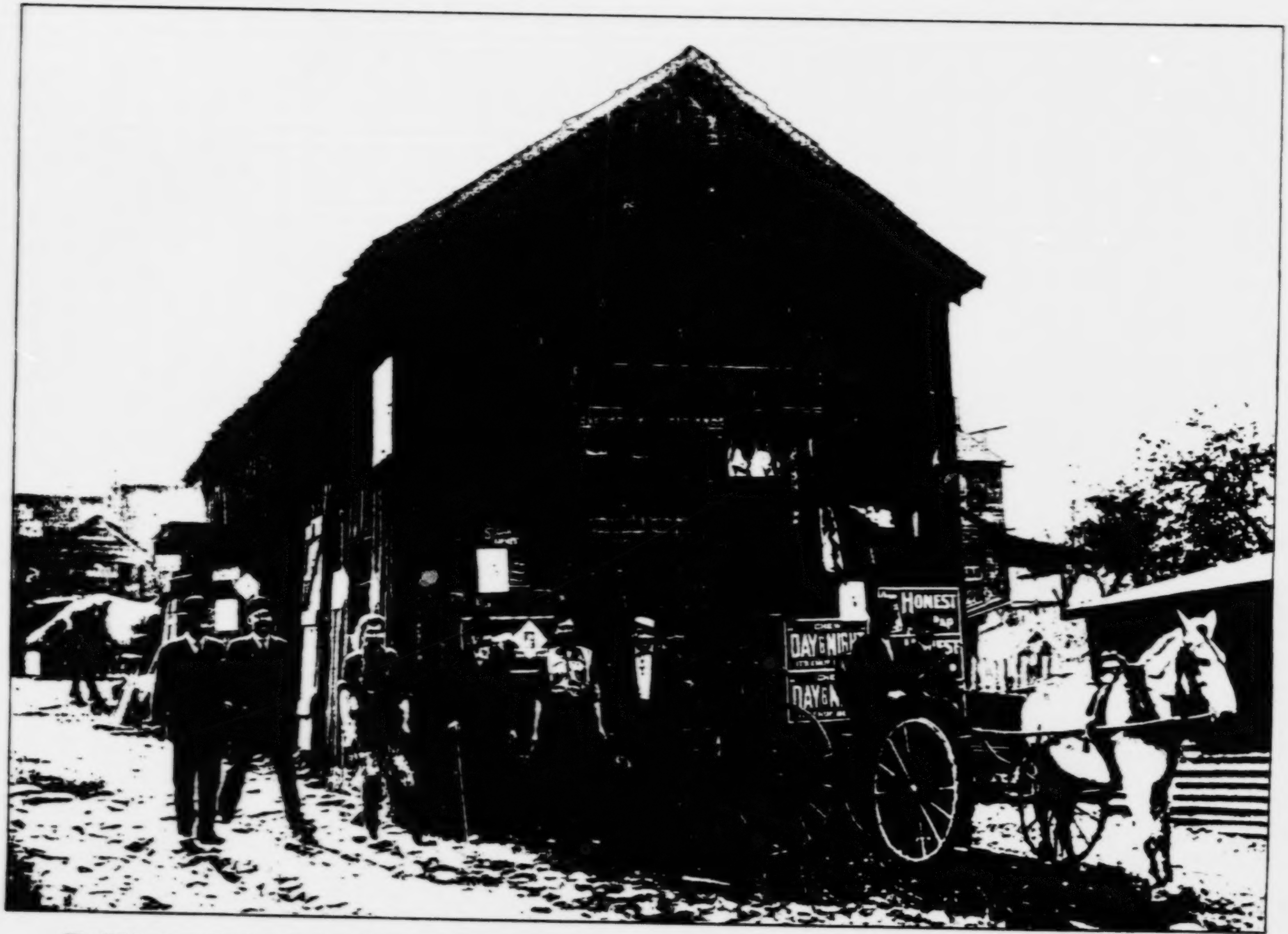
A young George C. Marshall stands with his sister, Marie, in the doorway of his boyhood home in Uniontown, Pennsylvania, circa 1890.

John K. Gates Collection



Looking south from the intersection of Morgantown and Main Streets in Uniontown, 1889.

John K. Gates Collection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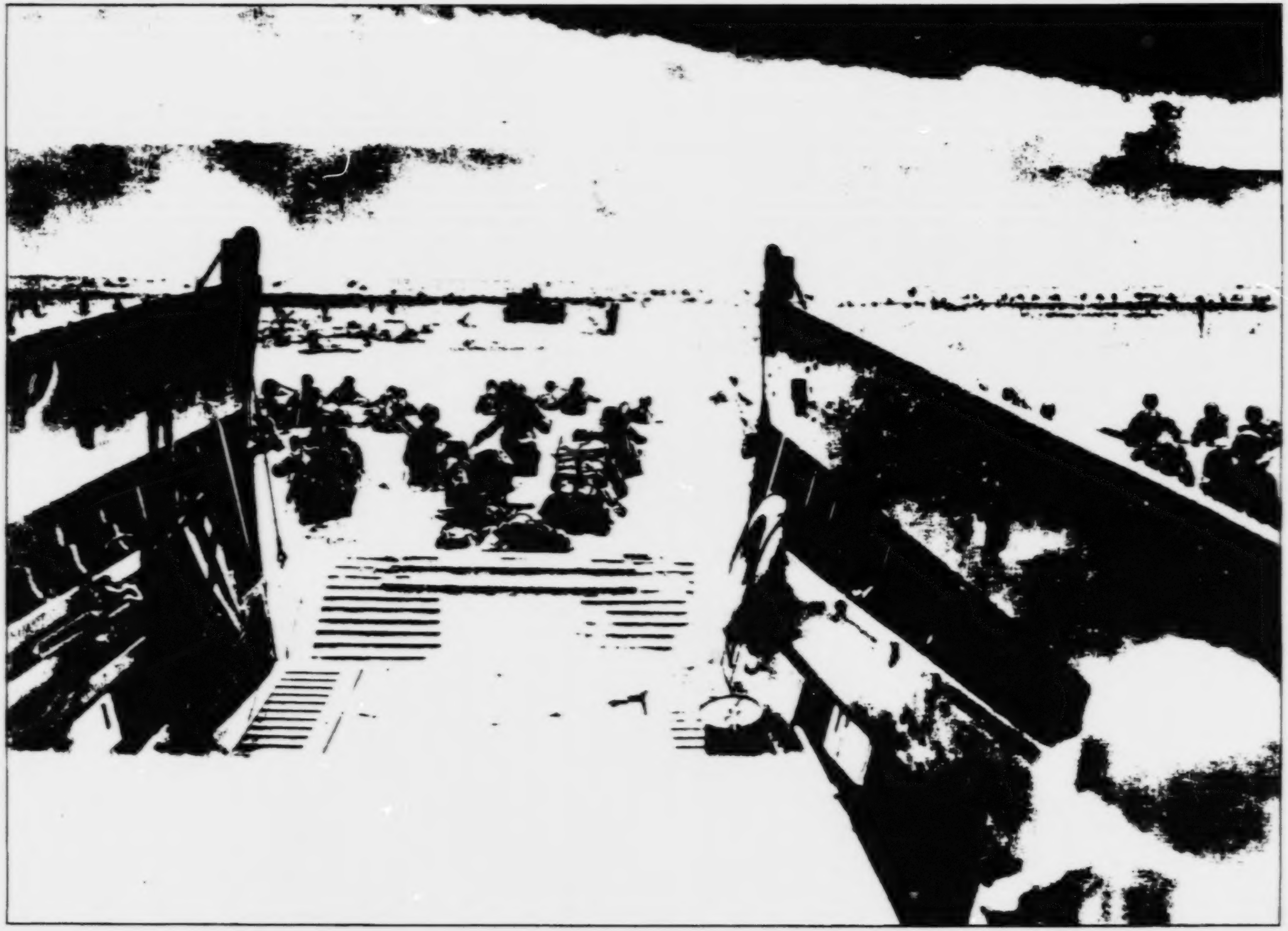
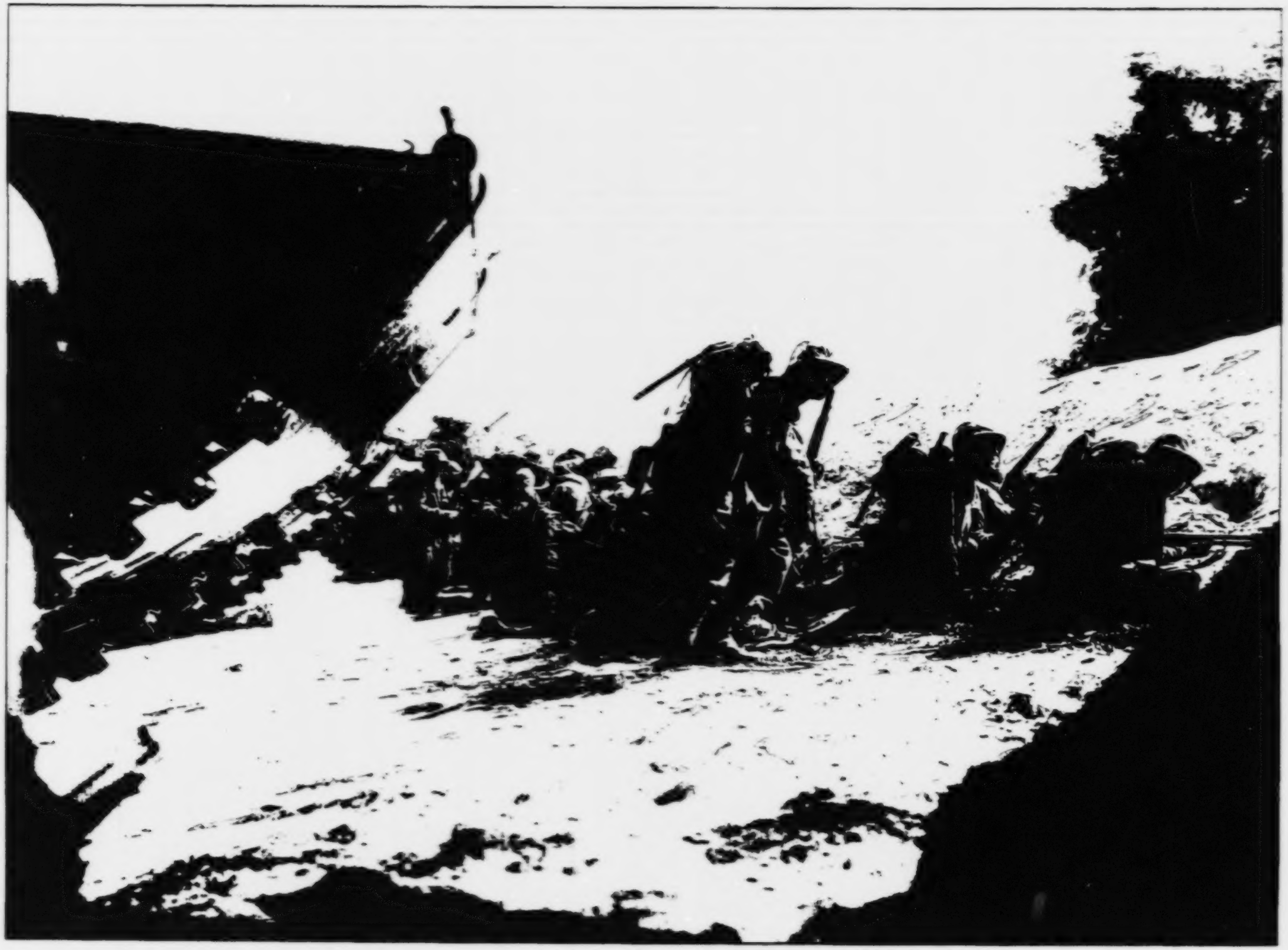
The White Swan blacksmith shop, diagonally across the street from the Marshall home, was a favorite playground for George, circa 1890.

John K. Gates Collection



Soldiers jump from an amphibious landing craft and wade onto Omaha Beach during the Allied invasion of Normandy, June 6, 1944.

Marshall Museum

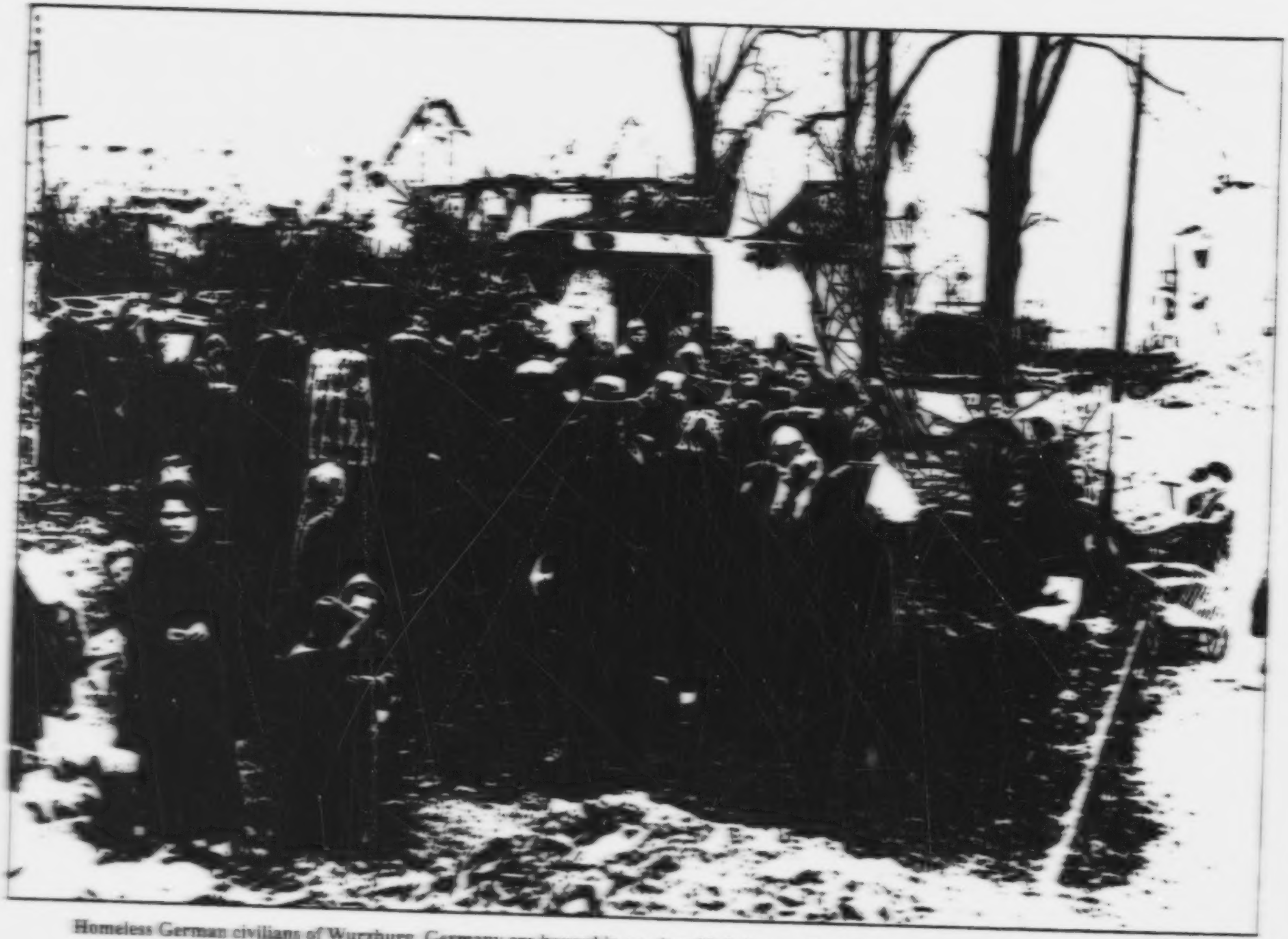


The first wave of U.S. Marines hit the Saipan beach in the Marinas, June 1944.

Marshall Museum

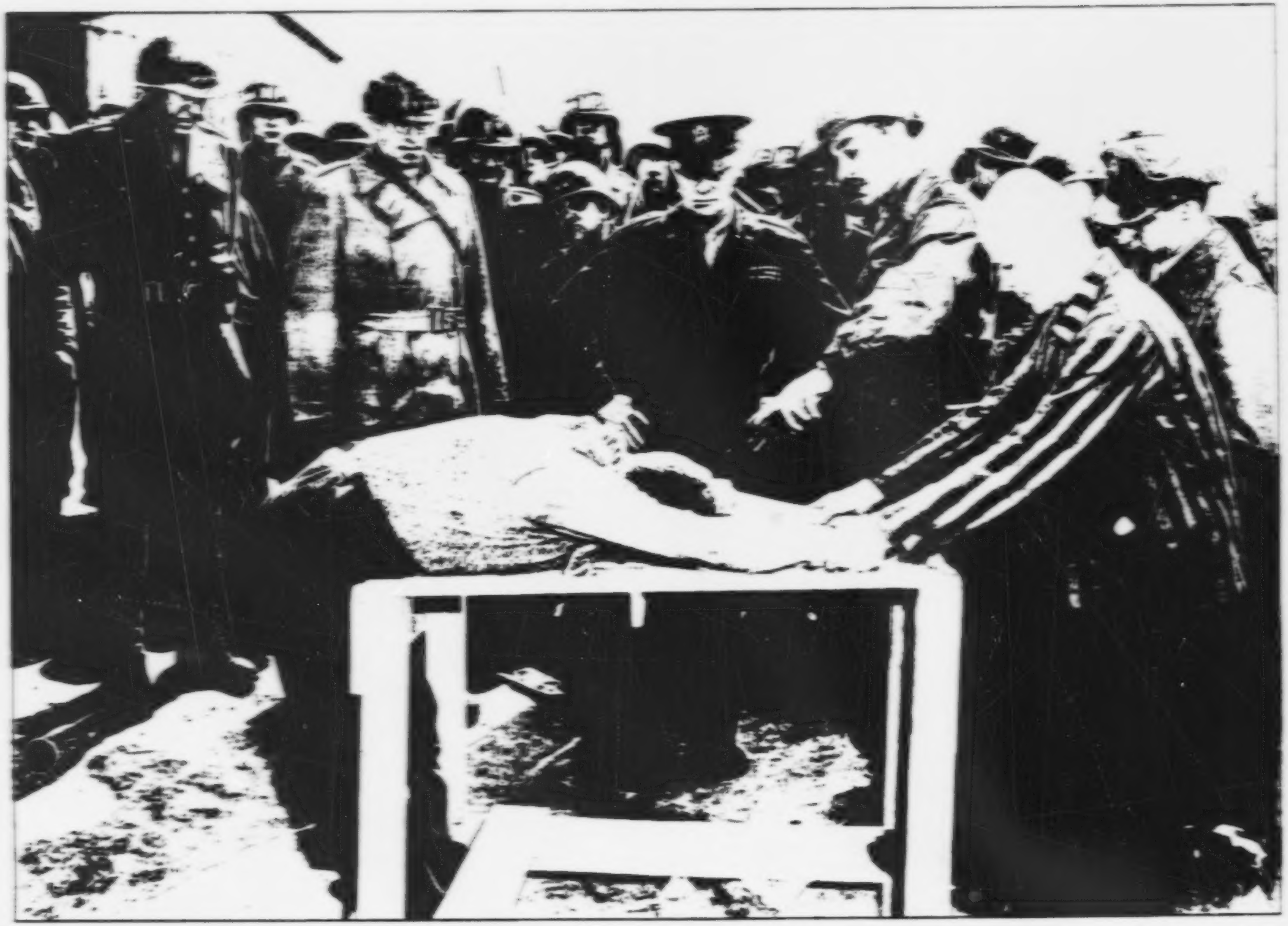
American GIs of the 222nd Infantry Regiment advance through rubble, Wurzburg, Germany, April 4, 1945.

Marshall Museum



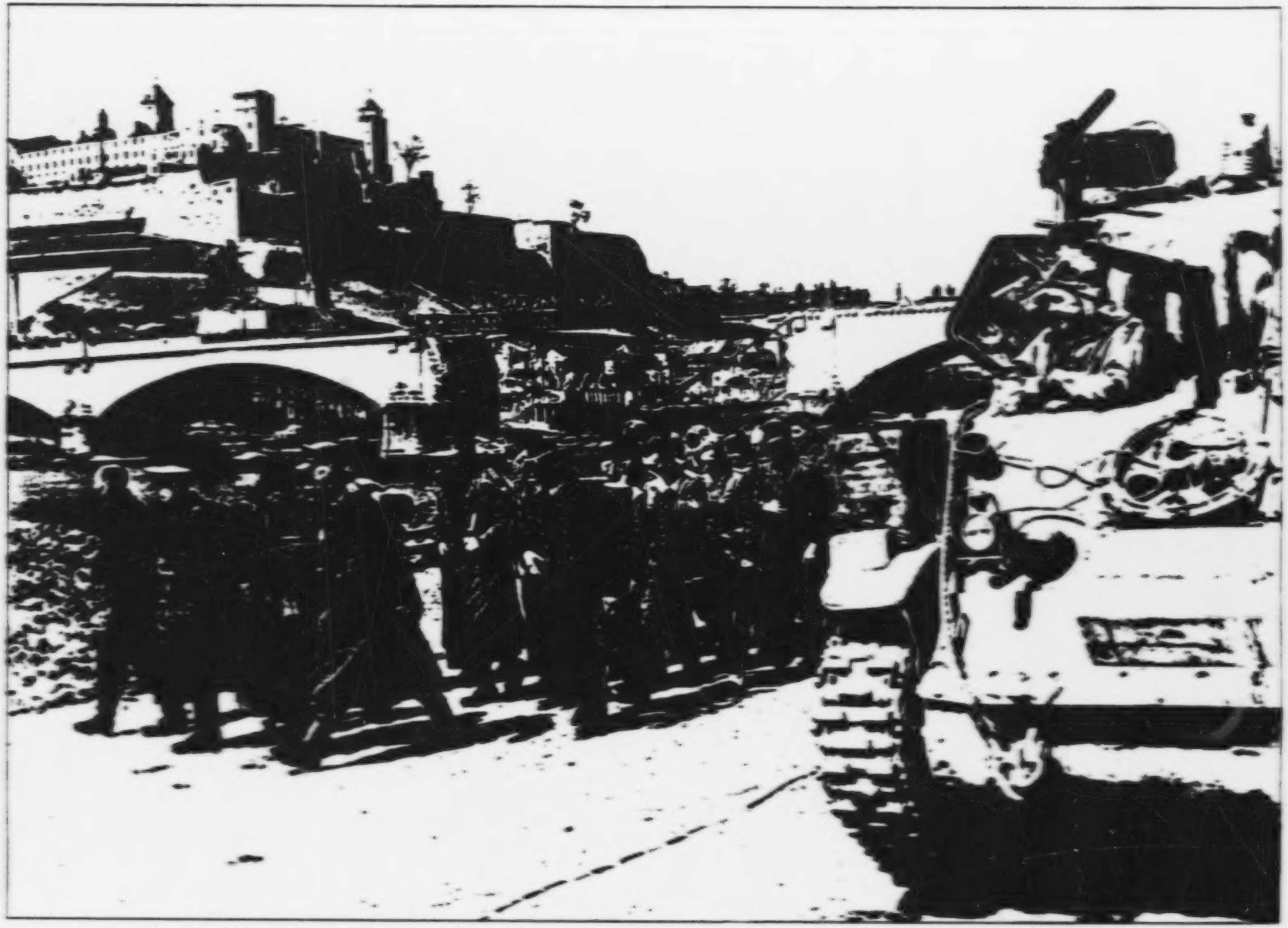
Homeless German civilians of Wurzburg, Germany are housed in an air raid shelter until suitable quarters can be found, April 6, 1945.

Marshall Museum



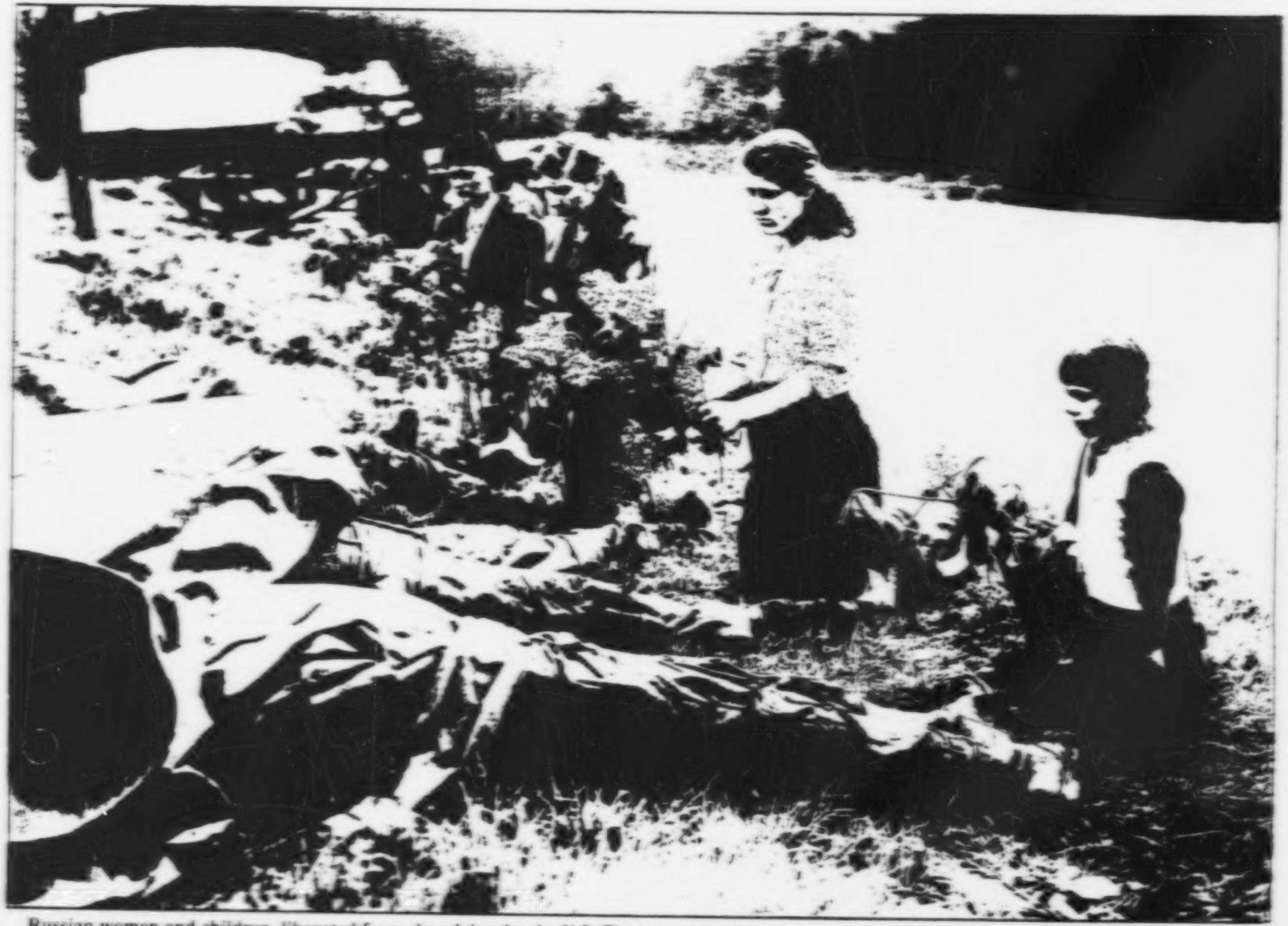
Army personnel watch while occupants of a German concentration camp at Gotha demonstrate how they were tortured, April 12, 1945.
Pictured: General George S. Patton, General Omar Bradley, and General Dwight D. Eisenhower

Marshall Museum



An American soldier watches as German prisoners are marched to a prisoner of war holding area, Wurzburg, Germany, April 4, 1945. Snipers are still active in the town.

Marshall Museum



Russian women and children, liberated from slave labor by the U.S. First Army, lay flowers at the feet of four dead American soldiers near Hilden, Germany, April 18, 1945.

Marshall Museum

The
Nobel Peace Prize Speech

The speech by Nobel Peace Prize recipient George C. Marshall,
December 11, 1953, in which he outlined a program
to create the conditions for long-term peace in the world
while in the midst of the Cold War.

HOLD FOR AUTOMATIC RELEASE AT 1900 HOURS OSLO TIME (1800 HOURS GMT) FRIDAY, DECEMBER 11, 1953.

(NOTE: The following text also will be issued in Paris for simultaneous release at 1800 hours Gmt, December 11.)

Text of Nobel Lecture to be Delivered by General George C. Marshall in Oslo at 1900 hours, December 11, 1953.

I have been greatly and surprisingly honored in the past twenty-four hours, and in return I have been requested to speak here tonight. While no subject has been suggested, it is quite evident that the Cause of Peace is preeminent in your minds.

Discussions without end have been devoted to the subject of peace, and the efforts to obtain a general and lasting peace have been frequent through many years of world history. There has been success temporarily, but all have broken down, and with the most tragic consequences since 1914. What I would like to do is point our attention to some directions in which efforts to attain peace seem promising of success.

I will try to phrase my views or suggestions in the simplest possible terms though I lack the magic and artistry of that great orator whom the Nobel Committee in Stockholm so appropriately honored yesterday. In making my statement I will assume your familiarity with the discussions and efforts of the past eight years and also with something of the conditions which have governed each long continued peace in world history.

I would like to make special mention of the years of the Pax Romana, which endured through almost all the first two centuries of the Christian era. I do so because of a personal incident which made a profound impression on me in the spring of 1919. Arriving late at night in Chaumont, the American Headquarters in France, I sought shelter for the night in the house of a group of friends. I found they were temporarily absent, so I selected an unoccupied room and looked about for a book to read as I waited for sleep to come. The books available were mostly in French or German. Since I was unable to read them with facility, I looked further and finally found an English textbook on the history of Gaul. Casting about for an interesting portion, I landed on a description of the famous Roman Peace. Included in this description was a statement of the dispositions of the Roman troops during this prolonged period, a legion at Cologne, another at Coblenz, a third at Mayence, and the reserve at Trier. Now those happened to be the identical dispositions of our Allied Forces some eighteen hundred years later, with the Peace Commission setting in Paris and evolving the policy of the League of Nations.

I would not wish to imply that the military deployment I have just described corresponds to the protective NATO deployment of today. The threat today is quite different, but I do think that this remarkable historical repetition does suggest that we have walked blindly, ignoring the lessons of the past with, in our century, the tragic consequences of two world wars and the Korean struggle as a result.

In my country my military associates frequently tell me that we Americans have learned our lesson. I completely disagree with this contention and point to the rapid disintegration between 1945 and 1950 of our once vast power for maintaining the peace. As a direct consequence, in my opinion, there resulted the brutal invasion of South Korea, which for a time threatened the complete defeat of our hastily arranged forces in that field. I speak of this with deep feeling because in 1939 and again in the early fall of 1950 it suddenly became my duty, my responsibility, to rebuild our national military strength in the very face of the gravest emergencies.

These opening remarks may lead you to assume that my suggestions for the advancement of world peace will rest largely on military strength. For the moment the maintenance of peace in the present hazardous world situation does depend in very large measure on military power, together with Allied cohesion. But the maintenance of large armies for an indefinite period, is not a practical or a promising basis for policy. We must stand together strongly for these present years, that is in this present situation, but we must, I repeat, we must find another solution, and that is what I wish to discuss this evening.

There has been considerable comment over the awarding of the Nobel Peace Prize to a soldier. I am afraid this does not seem as remarkable to me as it quite evidently appears to others. I know a great deal of the horrors and tragedies of war. Today, as Chairman of the American Battle Monuments Commission, it is my duty to supervise the construction and maintenance of military cemeteries in many countries overseas, particularly in Western Europe. The cost of war in human lives is constantly spread before me, written neatly in many ledgers whose columns are gravestones. I am deeply moved to find some means or method of avoiding another calamity of war. Almost daily I hear from the wives, or mothers, or families of the fallen. The tragedy of the aftermath is almost constantly before me.

I share with you an active concern for some practical method for avoiding war. Let me first say that I regard the present highly dangerous situation as a very special one, which naturally dominates our thinking on the subject of peace, but which should not, in my opinion, be made the principal basis for our reasoning towards in the manner for securing a condition of long continued peace. A very strong military posture is vitally necessary today. How long it must continue I am not prepared to estimate, but I am sure that it is too narrow a basis on which to build a dependable, long-enduring peace. The guarantee for a long continued peace will depend on other factors in addition to a moderated military strength, and no less important. Perhaps the most important single factor will be spiritual regeneration to develop good will, faith and understanding among nations. Economic factors will undoubtedly play an important part. Agreements to secure a balance of power, however disagreeable they may seem, must likewise be considered. And with all these there must be wisdom and the will to act on that wisdom.

II

In this brief discussion, I can give only a very limited treatment of these great essentials to peace. However, I would like to select three more specific areas for closer attention.

The first relates to the possibilities of better education in the various factors effecting the life of peaceful security, both in terms of its development and of its disruption. Because wisdom in action in our Western democracies rests squarely upon public understanding, I have long believed that our schools have a key role to play. Peace could, I believe, be advanced through careful study of tall the factors which have gone into the various incidents now historical that have marked the breakdown of peace in the past. As an initial procedure our schools, at least our colleges but preferably our senior high schools, as we call them, should have courses which not merely instruct our budding citizens in the historical sequence of events of the past, but which treat with almost scientific accuracy the circumstances which have marked the breakdown of peace and have led to the disruption of life and the horrors of war.

There may perhaps have been a "last clear chance" to avoid the tragic conflagrations of our century. In the case of World War II, for example, the challenge may well have come in the early thirties, and passed largely unrecognized until the situation was unlikely to be retrieved. We are familiar with specific events such as the march into the Rhineland or aggression in Ethiopia or Manchuria. Perhaps there was also a last clear chance to begin to build up the strength of the democracies to keep the military situation in equilibrium. There may also have been a last clear chance to penetrate to the spirit of the peoples of the nations threatening the peace, and to find ways of peaceful adjustment in the economic field as well. Certainly, had the outcome of the war, with its devastation and disruption, been foreseen, and had there been an understanding on all sides of the problems that were threatening the peace, I feel sure that many possibilities for accommodation would have been much more thoroughly explored.

It is for this reason that I believe our students must first seek to understand the conditions, as far as possible without national prejudices, which have led to past tragedies and should strive to determine the great fundamentals which must govern a peaceful progression toward a constantly higher level of civilization. There are innumerable instructive lessons out of the past, but all too frequently their presentation is highly colored or distorted in the effort to present a favorable national point of view. In our school histories at home, certainly in years past, those written in the North present a strikingly different picture of our Civil War from those written in the South. In some portions it is hard to realize they are dealing with the same war. Such reactions are all too common in matters of peace and security. But we are told that we live in a highly scientific age. Now the progress of science depends on facts and not fancies or prejudice. Maybe in this age we can find a way of facing the facts and discounting the distorted records of the past.

I am certain that a solution of the general problem of peace must rest on broad and basic understanding on the part of free peoples. Great single endeavors like a League of Nations, a United Nations, and undertakings of that character, are of great importance and in fact absolutely necessary, but they must be treated as steps toward the desired end.

We must depend in large measure on the impartiality of those who teach. Their approach must be on a scientific basis in order to present the true facts. The scientists, no matter of what nationality, make a common approach to their problems.

For my second suggestion, I would like to consider the national attitudes that bear on the great problem of peace. I hope you will not think me amiss if I turn to my own country and certain rather special circumstances found there to illustrate my point. Despite the amazing conquest of the air and its reduction of distances to a matter of hours and not days, or minutes instead of hours, the United States is remote in a general sense from the present turbulent areas of the world. I believe the measure of detachment, limited though it is, has been of help in enabling us on occasion to take an impartial stand on heated international problems.

Also, my country is very specially constituted in terms of population. We have many families of Norwegian ancestry in our population. My country also includes large numbers of former citizens of many of the other countries of Europe, including the present Satellite States. I recall that when the first Polar flight was made by the Russians from Moscow over the top of the world to land on the little airfield of the post I commanded at Vancouver on the Columbia River in the State of Washington, my home was surrounded within a few hours by hundreds and hundreds of Russians, all presumably citizens of the United States. Italians, Turks, Greeks, and many, many others who came to our country now constitute an organic portion of our population.

From this fact we have acquired, I think, a feeling and a concern for the problems of other peoples. There is a deep urge to help the oppressed and to give aid to those upon whom great and sudden hardship has fallen.

We, naturally, cannot see a problem in the exact terms as people like yourselves or the Danes, or the Dutch, or the French, for example; people living in the closest contact with each other, yet widely differing in national heritage. I believe there is, however, a readiness to cooperate which is one of the great and hopeful factors of the world of today. While we are not in close contact with the details of problems, neither are we indifferent to them, and we are not involved in your historical tensions and suspicions.

If I am correct in thinking that these factors have given us as a nation some advantage in the quest for peace, then I would suggest that principles of cooperation based on these factors might contribute to a better understanding amongst all nations.

I realize fully that there is another side to this picture. In America we have not suffered the destruction of our homes, our towns, and cities. We have not been enslaved for long periods, at the complete mercy of a conqueror. We have enjoyed freedom in its fullest sense. In fact, we have come to think in terms of freedom and the dignity of the individual more or less as a matter of course, and our apparent unconcern until times of acute crisis presents a difficult problem to the citizens of the countries of Western Europe who have seldom been free from foreign threat to their freedom, their dignity and their security. I think nevertheless that the people of the United States have fully demonstrated their willingness to fight and die in the terrible struggle for the freedom we all prize, to sacrifice their own men in large numbers for this common cause, and to contribute vast sums for the general benefit of the Western countries.

I recognize that there are bound to be misunderstandings under the conditions of wide separation between your countries and mine. But I believe the attitude of cooperation has been thoroughly proven. I also believe that the participation of millions of our young men and women in the struggle in Western Europe, in the closes contact with your people, will bring as its result less of misunderstanding on our side of the Atlantic than perhaps on yours.

In my own case, for example, I spent two and one half years in France during the First World War. Frequently I was quartered in the households of the French peasantry and spent long evenings by the kitchen fires, talking far into the night. I came to know them well, admired them, and in some cases came to love them. Now, how many do you suppose of the present citizens of Western Europe have had a similar look in on the homes of people in the farms and small towns of America. A few may know much of New York, Washington, and Chicago but those great cities do not represent the heart of America.

The third area I would like to discuss has to do with the problem of the millions who live under subnormal conditions and who have now come to a realization that they may aspire to a fair share of the God-given rights of human beings. Their aspirations present a challenge to the more favored nations to lend assistance in bettering the lot of the poorer. This is a special problem in the present crisis, but it is of basic importance to any successful effort toward an enduring peace. The question is not merely one of self-interest arising from the fact that these people present a situation which is a seed bed for either one or the other of two greatly differing ways of life. Ours is democracy, according to our interpretation of the meaning of the word. If we act with wisdom and magnanimity, we can guide these yearnings of the poor to a richer and better life through democracy.

We must present democracy as a force holding within itself the seeds of unlimited progress by the human race. By our actions we should make it clear that such a democracy is a means to a better way of life, together with a better understanding among nations. Tyranny inevitably must retire before the tremendous moral strength of the gospel of freedom and self-respect for the individual, but we have to recognize that these democratic principles do not flourish on empty stomachs and that people turn to false promises of dictators because they are hopeless and anything promises something better than the miserable existence that they endure. However, material assistance alone is not sufficient. The most important thing for the world today in my opinion is a spiritual regeneration which would reestablish a feeling of good faith among men generally. Discouraged people are in sore need of the inspiration of great principles. Such leadership can be the rallying point against intolerance, against distrust, against that fatal insecurity that leads to war. It is to be hoped that the democratic nations can provide the necessary leadership.

The points I have just discussed are, of course, no more than a few suggestions in behalf of the cause of peace. I realize that they hold nothing of glittering or early promise, but there can be no substitute for effort in many fields. There must be effort of the spirit - to be magnanimous, to act in friendship, to strive to help rather than to hinder. There must be effort of analysis, to seek out the causes of war and the factors which favor peace, and to study their application to the difficult problems which will beset our international intercourse. There must be material effort - to initiate and sustain those great undertakings, whether military or economic, on which world equilibrium will depend.

If we proceed in this manner, there should develop a dynamic philosophy which knows no restrictions of time or space. In America we have a creed which comes to us from the deep roots of the past. It springs from the convictions of the men and women of many lands who founded the nation and made it great. We share that creed with many of the nations of the Old World and the New with whom we are joined in the cause of peace. We are young in world history, but these ideals of ours we can offer to the world with the certainty that they have the power to inspire and to impel action.

I am not implying in any way that we would attempt to persuade other people to adopt our particular form of government. I refer here specifically to those fundamental values on which our government, like many other democracies, is based. These, I believe, are timeless and have a validity for all mankind. These, I believer, will kindle the imagination and arouse the spirit.

A great proponent of much of what I have just been saying is Dr. Albert Schweitzer, the world humanitarian, who today receives the Nobel Peace Award for 1952. I feel it is a vast compliment to be associated with him in these awards this year. His life has been utterly different from mine, and we should all be happy that his example among the poor and benighted of the earth should have been recognized by the Peace Award of the Nobel Committee.

I must not further complicate this discussion with the wide variety of specific considerations which will enfold the gradual growth of a sound approach toward some method of securing an enduring peace in the world. I fear, in fact I am rather certain, that due to my inability to express myself with the power and penetration of the great Churchill, I have not made clear the points that assume such prominence and importance in my mind. However, I have done my best, and I hope I have sown some seeds which may bring forth good fruit.

The speech by Secretary of State George C. Marshall,
June 5, 1947, in which he outlined a program of
economic assistance to war-torn Europe.
It became known as:

"The Marshall Plan Speech"

June 5, 1947, Harvard University, Cambridge Massachusetts

Mr. President, Dr. Conant, members of the board of overseers, ladies and gentlemen:

I'm profoundly grateful and touched by the great distinction and honor and great compliment accorded me by the authorities of Harvard this morning. I'm overwhelmed as a matter of fact, and I'm rather fearful of my inability to maintain such a high rating as you've been generous enough to accord to me. In these historic and lovely surroundings, this perfect day, and this very wonderful assembly, it is a tremendously impressive thing to an individual in my position.*

But to speak more seriously, I need not tell you that the world situation is very serious. That must be apparent to all intelligent people. I think one difficulty is that the problem is one of such enormous complexity that the very mass of facts presented to the public by press and radio make it exceedingly difficult for the man in the street to reach a clear appraisement of the situation. Furthermore, the people of this county ar distant from the troubled areas of the earth and it is hard for them to comprehend the plight and consequent reactions of the long-suffering peoples, and the effect of those reactions on their governments in connection with our efforts to promote peace in the world.

In considering the requirements for the rehabilitation of Europe, the physical loss of life, the visible destruction of cities, factories, mines, and railroads was correctly estimated, but it has become obvious during recent months that this visible destruction was probably less serious than the dislocation of the entire fabric of European economy. For the past ten years conditions have been abnormal. The feverish preparation for war and the more feverish maintenance of the war effort engulfed all aspects of national economies. Machinery has fallen into disrepair or is entirely obsolete. Under the arbitrary and destructive Nazi rule, virtually every possible enterprise was geared in to the German war machine. Longstanding commercial ties, private institutions, banks, insurance companies, and shipping companies disappeared through loss of capital, absorption through nationalization, or by simply destruction. In many countries, confidence in the local currency has been severely shaken. The breakdown of the business structure of Europe during the war was complete. Recovery has been seriously retarded by the fact that two years after the close of hostilities a peace settlement with Germany and Austria has not been agreed upon. But even given a more prompt solution of these difficult problems, the rehabilitation of the economic structure of Europe quite evidently will require a much longer time and greater effort has been foreseen.

There is a phase of this matter which is both interesting and serious. The farmer has always produced the foodstuffs to exchange with the city dweller for the other necessities of life. This division of labor is the basis of modern civilization. At the present time it is threatened with breakdown. The town and city industries are not producing adequate goods to exchange with the food-producing farmer. Raw materials and fuel are in short supply. Machinery is lacking or worn out. The farmer or the peasant cannot find the goods for sale which he desires to purchase. So the sale of his farm produce for money which he cannot use seems to him an unprofitable transaction. He, therefore, has withdrawn many fields from crop cultivation and is using them for grazing. He feeds more grain to stock and finds for himself and his family an ample supply of food, however short he may be on clothing and the other ordinary gadgets of civilization. Meanwhile, people in the cities are short of food and fuel, and in some places approaching the starvation levels. So the governments are forced to use their foreign money and credits to procure these necessities abroad. This process exhausts refunds which are urgently needed for reconstruction. Thus a very serious situation is rapidly developing which bodes no good for the world. The modern system of the division of labor upon which the exchange of products is based is in danger of breaking down.

The truth of the matter is that Europe's requirements for the next three or four years of foreign food and other essential products--principally from America--are so much greater than her present ability to pay that she must have substantial additional help or face economic, social, and political deterioration of a very grave character.

The remedy lies in breaking the vicious circle and restoring the confidence of the European people in the economic future of their own countries and of Europe as a whole. The manufacturer and the farmer throughout wide areas must be able and willing to exchange their product for currencies, the continuing value of which is not open to question.

Aside from the demoralizing effect on the world at large and the possibilities of disturbances arising as a result of the desperation of the people concerned, the consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of a working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist. Such assistance, I am convinced, must not be on a piecemeal basis as various crises develop. Any assistance that this Government may render in the future should provide a cure rather than a mere palliative. Any government that is willing to assist in the task of recovery will find full cooperation, I am sure, on the part of the United States Government. Any government which maneuvers to block the recovery of other countries cannot expect help from us. Furthermore, governments, political parties, or groups which seek to perpetuate human misery in order to profit therefrom politically or otherwise will encounter the opposition of the United States.

It is already evident that, before the United States Government can proceed much further in its efforts to alleviate the situation and help start the European world on its way to recovery, there must be some agreement among the countries of Europe as to the requirements of the situation and the part those countries themselves will take in order to give proper effect to whatever action might be undertaken by this Government. It would be neither fitting nor efficacious for this Government to undertake to draw up unilaterally a program designed to place Europe on its feet economically. This is the business of the Europeans. The initiative, I think, must come from Europe. The role of this country should consist of friendly aid in the drafting of a European program and of later support of such a program so far as it may be practical for us to do so. The program should be a joint one, agreed by a number, if not all, European nations.

An essential part of any successful action on the part of the United States is an understanding on the part of the people of America of the character of the problem and the remedies to be applied. Political passion and prejudice should have no part. With foresight, and a willingness on the part of our people to face up to the vast responsibility which history has clearly placed upon our country, the difficulties I have outlined can and will be overcome.

I am sorry that on each occasion I have said something publicly in regard to our international situation. I've been forced by the necessities of the case to enter into rather technical discussions. But to my mind, it is of vast importance that our people reach some general understanding of what the complications really are, rather than react from a passion or a prejudice or an emotion of the moment. As I said more formally a moment ago, we are remote from the scene of these troubles. It is virtually impossible at this distance merely by reading, or listening, or even seeing photographs or motion pictures, to grasp at all the real significance of the situation. And yet the whole world of the future hangs on a proper judgement. It hangs, I think, to a large extent on the realization of the American people, of just what are the various dominant factors. *What are the reactions of the people? What are the justifications of those reactions? What are the sufferings? What is needed? What can best be done? What must be done?* Thank you very much.

*This transcription of The Marshall Plan Speech is taken from a tape in the Foundation archives, which was made as Secretary Marshall gave the famous address. The principal differences between this transcription and earlier written versions of the speech distributed to press and others are the opening and closing paragraphs which Marshall added while delivering has address.

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Homepage:georgecmarshall.org

GEORGE CATLETT MARSHALL

A CHRONOLOGY

(GCM #1505)
(GCM #490)

GEORGE C. MARSHALL FOUNDATION
P.O. DRAWER 1600, LEXINGTON, VIRGINIA 24450 PHONE 540 463 7103 FAX 540 464 5229 Web site http://www.gcmarshallfdn.org

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GEORGE CATLETT MARSHALL

GENERAL OF THE ARMY George Catlett Marshall was born in Uniontown, Pennsylvania, on December 31, 1880, to George Catlett Marshall (1845-1909) and Laura (Bradford) Marshall (1846-1928), both of Augusta, Kentucky. Marshall had one brother, Stuart Bradford Marshall (1875-1956), and one sister, Mrs. John J. (Marie Louise) Singer (1876-1962). He graduated from the Virginia Military Institute in Lexington, Virginia, in 1901. On February 11, 1902, soon after he received his commission in the army, Marshall married Elizabeth Carter Coles (1874-1927) of Lexington, Virginia.

After duty in the Philippines and the continental United States, he served in France during World War I, initially with the First Division and eventually on the staff of General John J. Pershing. During the inter-war years, he served as aide to Pershing, with troops in China, at Fort Benning and other posts in the United States. Three years after his first wife's death, Marshall married Katherine Boyce Tupper Brown (1882-1978) of Baltimore, Maryland, on October 15, 1930. Marshall acquired three step-children by this marriage: Mrs. James J. (Molly Brown) Winn (1912-); Clifton Stevenson Brown (1914-1952); and Lieutenant Allen Tupper Brown (1916-1944), killed in action near Anzio, Italy.

Appointed U.S. Army Chief of Staff on September 1, 1939, Marshall served in that capacity until November 1945. After his special mission to China, 1945-1946, President Truman appointed Marshall Secretary of State in 1947. In 1949, he became President of the American Red Cross, only to be recalled to government in 1950 as Secretary of Defense. Marshall received the Nobel Peace Prize in 1953 for his initiation of the European Recovery Act. He died on October 16, 1959, at Walter Reed Army Hospital, Washington, D.C.

MILITARY RANKS

- Commissioned 2nd Lieutenant, February 2, 1902
- 1st Lieutenant, March 7, 1907
- Captain, July 1, 1916
- Major *(temporary)*, August 5, 1917
- Lieutenant Colonel *(temporary)*, January 5, 1918
- Colonel *(temporary)*, August 27, 1918
- Major, Regular Army, July 1, 1920
- Lieutenant Colonel, August 21, 1923
- Colonel, September 1, 1933
- Brigadier General, October 1, 1936
- Major General, September 1, 1939
- Chief of Staff, *(temporary rank of General)*, September 1, 1939
- General of the Army *(temporary)*, December 16, 1944
- General of the Army *(permanent)*, April 11, 1946
- Retired from Active Service, February 28, 1947
- Restored to the Active List, March 1, 1949

General of the Army George C. Marshall, 1880-1959 (GCM #486)

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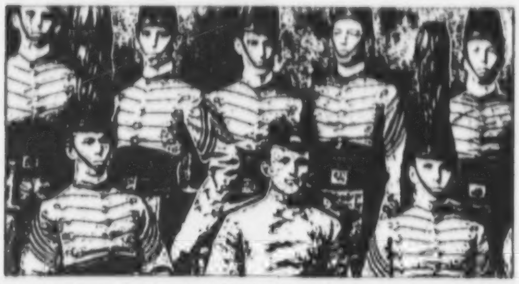
PROFESSIONAL CAREER

- Duty with the 30th Infantry in the Philippine Islands, 1902-1903
- Duty at Fort Reno, Oklahoma, 1903-1906 (detached service for mapping, Texas, summer, 1905)
- Student (1906-1908) and instructor (1908-1910), Army Service Schools (Fort Leavenworth, Kansas)
- Inspector- Instructor, Massachusetts Volunteer Militia (Boston, Massachusetts), 1911 -1912
- Duty with the 4th Infantry (Fort Logan Roots, Arkansas; Fort Snelling, Minnesota; Texas City, Texas), 1912-1913
- Duty in the Philippine Islands; aide-de-camp to Major General Hunter Liggett, 1913 -1916
- Aide-de-camp to Major General J. Franklin Bell (San Francisco, California; Governors Island, New York), 1916-1917
- Duty with the A.E.F., France: assistant chief of staff, G-3, First Division (June 1917-June 1918); G-3 section, G.H.Q. (June 1918-July 1918); assistant chief of staff, G-3, First Army (October 1918-November 1918); chief of staff, Eighth Corps (November 1918-January 1919); G-3 section, G.H.Q. (January 1919-April 1919)
- Aide-de-camp to General Pershing (France and Washington, D.C.), 1919-1924
- Duty with the 15th Infantry (Tientsin, China), 1924-1927
- Instructor, Army War College (Washington, D.C.), 1927
- Assistant Commandant, Infantry School (Fort Benning, Georgia), 1927-1932
- Commanding Fort Screven, Georgia, and Civilian Conservation Corps (C.C.C.) District "F," 1932-1933
- Commanding Fort Moultrie, South Carolina, and C.C.C. District "I," 1933
- Senior Instructor, Illinois National Guard (Chicago, Illinois), 1933-1936
- Commanding 5th Brigade of the 3rd Division, Vancouver Barracks, Washington, and C.C.C. District, 1936-1938
- Assistant Chief of Staff, War Plans Division, War Department (Washington, D.C.), 1938
- Deputy Chief of Staff, War Department (Washington, D.C.), 1938-1939
- Acting Chief of Staff, July 1, 1939-September 1, 1939
- Chief of Staff, September 1, 1939-November 18,1945
- Special Representative of the President to China with rank of Ambassador, November 1945-December 1946
- Secretary of State, January 1947-January 1949
- President of the American Red Cross, 1949-1950
- Secretary of Defense, September 1950 - September -1951



Cadet George C. Marshall, VMI, Class of 1901, bottom left (GCM #878)

Colonel Marshall as aide-de-camp to General Pershing. Lexington, Virginia, 1920. (GCM #1965)

CONFERENCES AND COUNCILS

- Chief of the Military Mission to Brazil, May-June 1939
- Atlantic Conference, August 1941
- Arcadia Conference, December 1941
- Casablanca Conference, January 1943
- Quebec Conference, August 1943
- Cairo and Tehran Conferences, November 1943
- Quebec Conference, September 1944
- Yalta Conference, February 1945
- Potsdam Conference, July 1945
- Council of Foreign Ministers, Moscow, March-April 1947
- Inter-American Conference for Maintenance of Continental Peace and Security, Brazil, August-September 1947
- General Assembly of the United Nations, New York, September-November 1947
- Council of Foreign Ministers, London, November-December 1947
- Ninth International Conference of American States, Bogota, Colombia, March-April 1948
- General Assembly of the United Nations, Paris, September-November 1948
- Chairman of the United States Delegation to the Coronation of Queen Elizabeth II of England, June 1953

General Marshall visits Salisbury Plains on the British front, accompanied by Prime Minister Churchill, April 1942 (GCM #224)

- Distinguished
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42 (GCM #224)

DECORATIONS AND AWARDS

UNITED STATES

- Distinguished Service Medal with 1st Oak Leaf Cluster
- Silver Star
- Gold Medal expressing "Thanks of Congress"
- Philippine Campaign Medal
- Mexican Border Service Medal
- World War I Victory Medal with four battle clasps
- Army of Occupation of Germany Medal
- American Defense Service Medal with Foreign Service Clasp
- American Campaign Medal
- Asiatic Pacific Campaign Medal
- European-African-Middle Eastern Campaign Medal with two bronze service stars
- World War II Victory Medal
- National Defense Service Medal

FOREIGN

- FRANCE: Legion of Honor, degree of Officer (1919); promoted to degree of Grand Croix (1945) Croix de Guerre with Palm
- ITALY: Order of the Crown of Italy, Grade of Officer Order of Saints Maurice and Lazarus, Grade of Officer
- MONTENEGRO: Silver Medal for Bravery
- PANAMA: Medal of La Solidaridad, Second Class
- BRAZIL: Order of Military Merit, Grade of Grand Officer
- Order of Military Merit, Degree of Grand Cross
- ECUADOR: Star of Abdon Calderon, First Class
- MOROCCO: Grand Cross of Ouissam Alaouite Cherifien
- CUBA: Order of Military Merit, First Class
- LIBERIA: Centennial Medal
- GREECE: Grand Cross, with Swords,of the Royal Order of George I
- NETHERLANDS: Knight of the Grand Cross with Swords in the Order of Orange Nassau
- PERU: Gran Oficial del Sol del Peru
- CHILE: Order del Merito
- USSR: Order of Suvarov, First Degree
- GREAT BRITAIN: Knight Grand Cross, Order of Bath (Military Division)
- COLUMBIA: Grand Cross of the Order of Boyaco

CIVILIAN AWARDS

- Theodore Roosevelt Distinguished Service Medal of Honor, 1945
- Varieties Clubs Humanitarian Award, 1947
- Freedom House Award
- National Planning Association Gold Medal, 1949
- National Civic Service Award, Order of Eagles, 1949
- New York Board of Trade Award for distinguished service and contribution to the American Way, 1949
- U.S. Conference of Mayors Award for Distinguished Public Service, 1949
- Disabled American Veterans, New York Chapter, Citizenship Award, 1950
- Virginia Distinguished Service Medal, 1951
- Four Freedoms Foundation Award, 1952
- Distinguished Service Medal of the American Legion
- Nobel Peace Prize for 1953
- AMVETS 10th Anniversary Award
- Woodrow Wilson Foundation Award for Distinguished Service, 1956
- Pennsylvania Meritorious Medal, 1957
- International Charlemagne Prize of City of Aachen, Germany, 1958

HONORARY DEGREES

- DOCTOR OF SCIENCE:
  - Washington and Jefferson College (Pennsylvania),1939
- DOCTOR OF MILITARY SCIENCE:
  - The Command and General Staff School, Fort Leavenworth, Kansas, 1934
  - Pennsylvania Military College, 1940, Norwich University (Vermont), 1942
- DOCTOR OF LAWS:
  - College of William and Mary, 1941
  - Trinity College (Connecticut), 1941
  - Columbia University, 1947
  - Princeton University, 1947
  - Harvard University, 1947
  - Amherst College, 1947
  - Brown University, 1947
  - McGill University (Montreal, Canada), 1947
  - Lafayette College (Pennsylvania), 1947
  - University of California, 1948
  - University of London, 1948
- DOCTOR OF CIVIL LAW:
  - Oxford University, 1447

Harvard Honors, 1947 (Marshall Plan Speech) (GCM #2045)

SOCIETIES AND CLUBS

- Society of the Cincinnati
- Kappa Alpha Fraternity
- Master Mason, Grand Lodge, District of Columbia
- Rotary Club of Leesburg, Virginia
- Lions Club of Leesburg, Virginia
- Catoctin Farmers Club of Virginia
- Army and Navy Club of Washington
- Army and Navy Club of San Francisco
- Military and Naval Club of New York
- University Club of Washington
- Union League of New York
- University Club of New York
- Metropolitan Club of New York
- Trustee of the National Geographic Society
- Honorary Chairman of the Board of Trustees of International House
- Director of the Franklin D. Roosevelt Foundation
- Trustee of the Harry S. Truman Library
- Member of the National Council of the Atlantic Union Committee

RECREATION: Fishing, Hunting, Riding, Swimming, Tennis, Gardening

RELIGION: Episcopalian

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General Marshall fishing on the Gaspé Peninsula, June 1943 (GCM #221)

General and Mrs. Marshall at home in their garden, September 1951
(GCM #291)

Marshall accepts the Nobel Prize for Peace, 1953 (GCM #1326)

Front Cover Photos

(GCM #1505) Lieutenant George C. Marshall, Fort Leavenworth, Kansas, 1908

(GCM #4088) General Marshall, Frank McCarthy Collection

Bottom right, George C. Marshall, Secretary of Defense

Back Cover Photos

(GCM # 770) Fort Benning, Georgia, circa 1930

(GCM # 1139) President Truman presenting General Marshall with an Oak Leaf Cluster to the Distinguished Service Medal, November 26, 1945, Washington, D.C.

Bottom right, George C. Marshall Foundation, Lexington Virginia, established 1953

GEORGE CATLETT MARSHALL

A CHRONOLOGY

(GCM # 770)

(GCM #1139)

George C. Marshall Foundation, Est. 1953

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* * * * *

A Resource Packet
for use with

AMERICA'S HERO TO THE WORLD

GEORGE C. MARSHALL

* * * * *

America's Hero to the World, *George C. Marshall*

A RESOURCE PACKET

* * *

Item 1	Contents
Item 2	Getting to Know Him [A set of overarching generalizations about the importance of George C. Marshall, see page 7 of the guide.]
Items 3-4	*George C. Marshall: Soldier and Statesman* [A viewing guidorama, see page 8 of the guide.]
Item 5	U.S. Army Organizational Chart [Helping students understand "chain of command"; see page 18 of the guide.]
Item 6-7	Two Marshall Stories: *The Ponderosa Tomato* and *The Bee* [Tales of boyhood as told by General Marshall; see page 19 of the guide.]
Item 8	General John J. Pershing's Letter to President Roosevelt, September 16, 1943 [To FDR: Marshall must stay as army chief of staff; see chapter 7.]
Item 9	President Franklin D. Roosevelt's Response to Pershing, September 20, 1943 [FDR: "You are right and you are wrong"; see chapter 7.]
Item 10	Outline Map [See page 20 of the guide and chapters 4, 6, 7, or 8.]
Item 11	Marshall Plan Poster Contest Examples [See page 23 of the guide and chapter 9.]
Item 12	Political Cartoon: Korean War Policy [See page 24 of the guide and chapter 9.]
Item 13	Political Cartoon: Senator Joseph McCarthy "Attacks" Marshall [See page 24 of the guide and chapter 9.]
Item 14	The Burpee Seed Company Letter [See page 26 of the guide and chapters 6 and 9.]
Item 15	Marshall Plan Recipient Countries [See page 22 of the guide and chapter 8.]
Item 16	A Chronology of General Marshall's Life [See page 17 and all chapters.]
Items 17/18	Marshall's Harvard Speech and Nobel Prize Acceptance Speech [See chapters 8-9.]

Getting to Know Him

★ ★ ★ ★ ★

1. General George C. Marshall was a man of good character. Powerful people recognized that he was an honest, straightforward person. Because they trusted him, they accepted his leadership and listened to his ideas about how things should be done.

2. General George C. Marshall was a life-long learner. As a career army officer he interacted with people from all ranks, and observed how they responded to his decisions. Learning from these observations, he improved his ability to motivate and lead men during World War II when he was the Army Chief of Staff, and later when he became Secretary of State, and then Defense.

3. General George C. Marshall's genius was that of a great organizer, a person capable of resolving a difficult situation by bringing order and design to complex problems, often involving large groups of people with many different opinions and ideas.

General George C. Marshall found ways to lead efficiently without violating the boundaries set down by the constitution of our democratic government. For example, he understood that civilian elected leaders, not the generals, control the policies which lead to military actions.

General George C. Marshall's organizational skills were critically needed in World War II, when the United States joined forces with many other countries to win a very complicated, global war.

4. General George C. Marshall believed in the resourcefulness, loyalty, and wartime potential of the citizen soldier. He believed they could meet the military needs of the nation when called upon, *if* they were well-equipped and well-trained.

5. General George C. Marshall was born in 1880 and died in 1959. During his lifetime he was a key player in the military and political events which marked America's emergence from isolationism to internationalism.

6. General George C. Marshall's greatest contribution as an internationalist was his role in developing, passing, and implementing the European Recovery Program, better known as the Marshall Plan. The Marshall Plan marked an important, positive shift in the way a nation treated those who had been defeated. It also recognized the connection between economic well-being and a stable political situation.

7. General George C. Marshall accepted awesome responsibilities, especially during World War II and its Cold War aftermath. Even though the positions he held put heavy demands on his time and physical well-being, he always showed self-discipline and control. Because of these pressures, he especially valued the time spent with his family at Dodona Manor in Leesburg, Virginia.

George C. Marshall, Soldier & Statesman, a Video Guidorama

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1. Winston Churchill paid General George C. Marshall a high compliment when he called him "the true organizer of ____________" in World War II.

2. The video narrator says that Marshall's genius was "__________."

3. George Marshall was born in Uniontown, Pennsylvania in the year ________.

4. As a boy Marshall was not a particularly good student, except in the subject of ___________.

5. Young Marshall was inspired to attend a military school after he saw soldiers marching down the street of Uniontown as they returned from ______________________War.

6. Though George Marshall wanted to go to military school, he had little chance of getting into West Point because ____________________ .

7. After Marshall graduated from VMI, he visited President ______________ in Washington, D.C., requesting a commission in the army.

8. At the Infantry and Calvary School in Fort Leavenworth, Kansas, Marshall (did, did not) achieve academically.

9. When Marshall went to France during World War I he was (a) impressed with the efficiency of American training methods; (b) appalled at how poorly trained and ill-equipped U.S. soldiers were.

10. Marshall's first meeting with General John J. Pershing was notable because (a) Marshall boldly criticized Pershing for "dressing down" his troops; (b) General Pershing highly praised Marshall's leadership in supervising a training exercise.

11. As a young officer, Marshall first showed his talents as an organizer and logistical genius during World War I in the Meuse-Argonne offensive. Amazingly, he accomplished this highly complex mission while recovering from a ___________________.

12. At the end of World War I, Marshall became an aide to ___________________, a position that taught him a great deal about military life at the top.

13. At the Ft. Benning Infantry School Marshall introduced new ideas into the training program such as __________________________________. (Provide one example)

→

14. Marshall believed that his work with National Guard units allowed him a better understanding of how to command and get along with (a) civilians; (b) semi-retired officers.

15. When Marshall became President Franklin Roosevelt's army chief of staff he (a) developed a close personal relationship with the chief executive, visiting his Hyde Park home often; (b) maintained a respectful but strictly professional relationship with the president.

16. General Marshall became army chief of staff on September 1, 1939, the very day Hitler invaded ________.

17. In the time just before Pearl Harbor Marshall testified before the United States Congress about the need to (a) demobilize National Guard units and one-year draftees; (b) extend the draft to prepare the United States for the possibility of war.

18. During the early days of World War II, Marshall insisted that (a) young, energetic officers replace older ones who were too tired or unhealthy to do the job; (b) officers with the longest service be given command of newly formed wartime units.

19. When President Roosevelt asked General Marshall if he wanted to lead the Allied invasion of Normandy, Marshall (a) said that he respectfully requested the opportunity to be considered for this field command; (b) insisted that Roosevelt make the decision that would be best for the nation.

20. President Roosevelt appointed (a) General George S. Patton; (b) General Dwight D. Eisenhower; (c) General Omar Bradley, as the Supreme Allied Commander of the Normandy Invasion.

21. During World War II, President Roosevelt made General Marshall a __ -star general.

22. General Marshall justified the use of the atomic bomb against Japan in 1945 because, as he later, said, "________________."

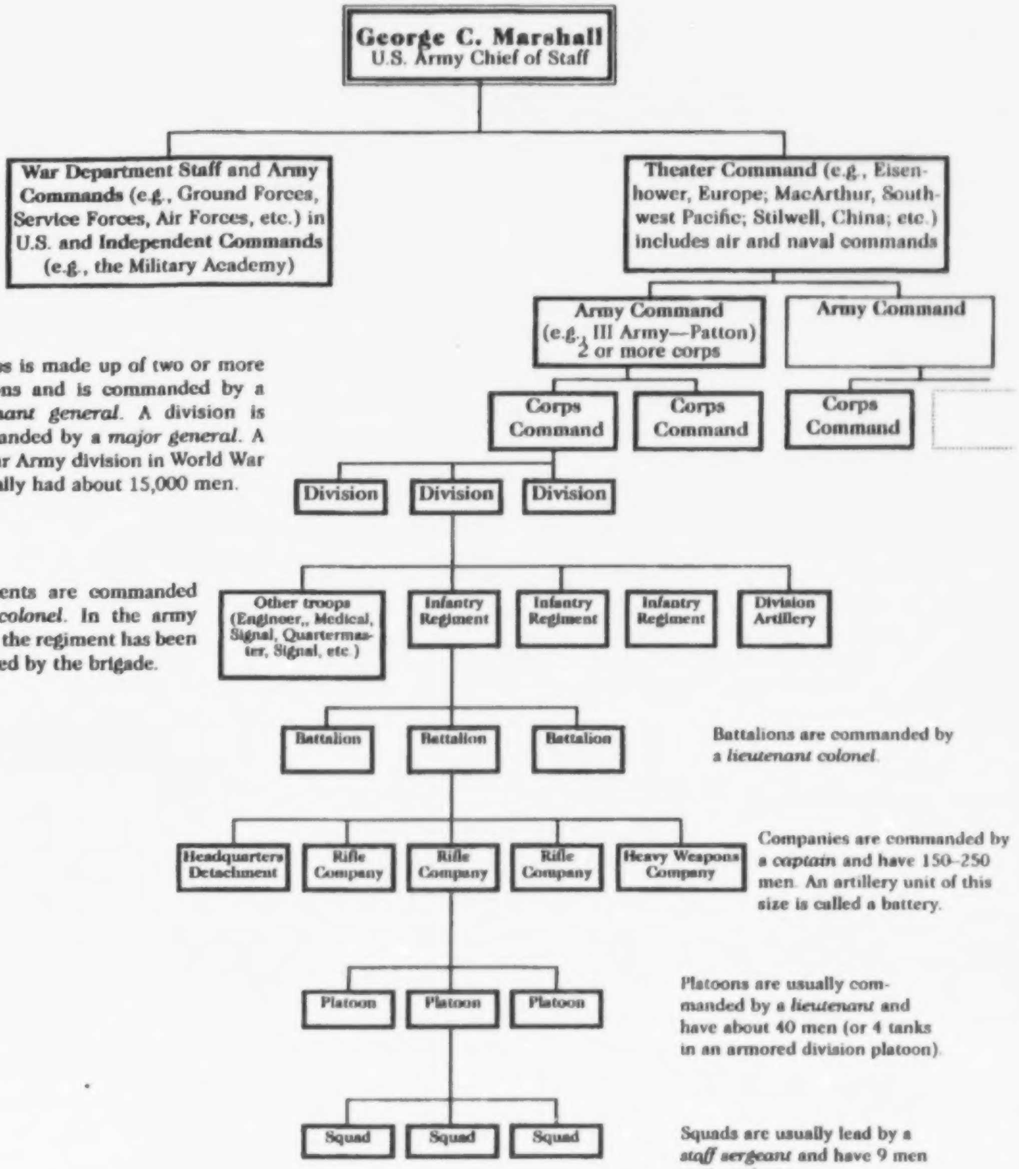
23. As secretary of state, Marshall was appalled at conditions in post-war Europe. To restore economic and political stability to Europe he proposed the European Recovery Program as a part of a speech at __________ on June 5, 1947.

24. Secretary of state Marshall's response to the Soviet's Berlin Blockade was to assist in implementing the ____________________.

25. An outgrowth of the Marshall Plan in Europe was a collective defense system called ___.

26. When Marshall became secretary of defense during the Korean War, he remobilized the U.S. Army by ____________its size in a period of six months.

27. In 1953, George C. Marshall won the Nobel Peace Prize in recognition for his work in the development and implementation of the ________________.


George C. Marshall
U.S. Army Chief of Staff
War Department Staff and Army Commands (e.g., Ground Forces, Service Forces, Air Forces, etc.) in U.S. and Independent Commands (e.g., the Military Academy)
Theater Command (e.g., Eisenhower, Europe; MacArthur, Southwest Pacific; Stilwell, China; etc.) includes air and naval commands
Army Command (e.g., III Army—Patton) 2 or more corps
Army Command
Corps Command
Corps Command
Corps Command
Division
Division
Division
Other troops (Engineer,, Medical, Signal, Quartermaster, Signal, etc.)
Infantry Regiment
Infantry Regiment
Infantry Regiment
Division Artillery
Battalion
Battalion
Battalion
Headquarters Detachment
Rifle Company
Rifle Company
Rifle Company
Heavy Weapons Company
Platoon
Platoon
Platoon
Squad
Squad
Squad

A corps is made up of two or more divisions and is commanded by a *lieutenant general*. A division is commanded by a *major general*. A Regular Army division in World War II usually had about 15,000 men.

Regiments are commanded by a *colonel*. In the army today, the regiment has been replaced by the brigade.

Battalions are commanded by a *lieutenant colonel*.

Companies are commanded by a *captain* and have 150–250 men. An artillery unit of this size is called a battery.

Platoons are usually commanded by a *lieutenant* and have about 40 men (or 4 tanks in an armored division platoon).

Squads are usually lead by a *staff sergeant* and have 9 men in the infantry.

United States Army Organization in World War II

The Ponderosa Tomato Story as told by George C. Marshall

★ ★ ★ ★ ★

My father, who had quite a green thumb, happened to look at this greenhouse [the one Andy and George had built] with much amusement and was much struck with what you could do with a weed if you fertilized it. Of course, there was ample fertilizer available because we had the inside of this stable to dig in, which had the fertilizer of years, of the animals that had been in the stable. It prompted him to suggest to us that we put some real plants in. . . . So as I recall, he gave me 75 cents and, I think, Andy's mother gave him the same thing. We went to the greenhouse. We picked around so long that he [the owner] asked us just what we had in mind . . . When he heard that we were getting it for our greenhouse and were going to be his competitors in business, he gave us quite a large selection of these small pots in order to amplify what we otherwise could have only been able to obtain with our $1.50.

From then on this greenhouse, as it were, began to grow. And we began planting outside in what had been a little chicken yard in front of it, and finally we began planting on the site of the old barn. In addition, out of that came a very interesting occurrence. We read in the seed magazine of Peter Henderson and Company an advertisement that there was a new tomato that had been developed and whoever suggested the best name for the tomato would get fifty dollars. Well, that was the largest sum of money I think we had ever heard of at that time. So we sent for the seed and proceeded to plant this and grew the plants. And as they got a little larger, we transplanted them to the stable—not the stable yard—but the actual site of the stable in this very, very rich land. My father showed us how to prune the plants by taking the suckers out from between the branches. And we grew these very large tomato plants and further pruned so that we had only a little fruit on each one. And we grew these tremendously large tomatoes.

Well, remembering the advertisement of the Peter Henderson magazine, we took a Kodak of a tomato with a silver dollar leaning against it in order to furnish a scale as to its size. (These were the first dollar Kodaks issued by the Eastman Company and we got a very good picture.) And we sent that on to the Peter Henderson Company as our offering in this contest. We suggested the name—two names as a matter of fact, hitched together—and they came back with a reply and thanked us for sending in our piece and told us that the two names, they thought, were inadvisable; it ought to be one name. But they wanted to say that was the largest tomato they had ever seen, and they would like one of our parents to write and describe how that tomato had been raised. They could tell they were dealing with children because we had written all this on our toy typewriter and it was very much a childish offering. I told this to my father and he was intensely interested in this and he wrote to Peter Henderson and explained how this was done. But he observed in finishing that you couldn't tear a stable down every time you wanted to raise a tomato.

However, that was our first proud boast, that our tomato had been the largest one they had ever seen. That was the Ponderosa tomato which you see advertised to this day, and the man who proposed Ponderosa was the winner of the contest.

George C. Marshall Interviews and Reminiscences for Forrest C. Pogue

★ ★ ★ ★ ★

The Bee Story as told by George C. Marshall

☆ ☆ ☆ ☆ ☆

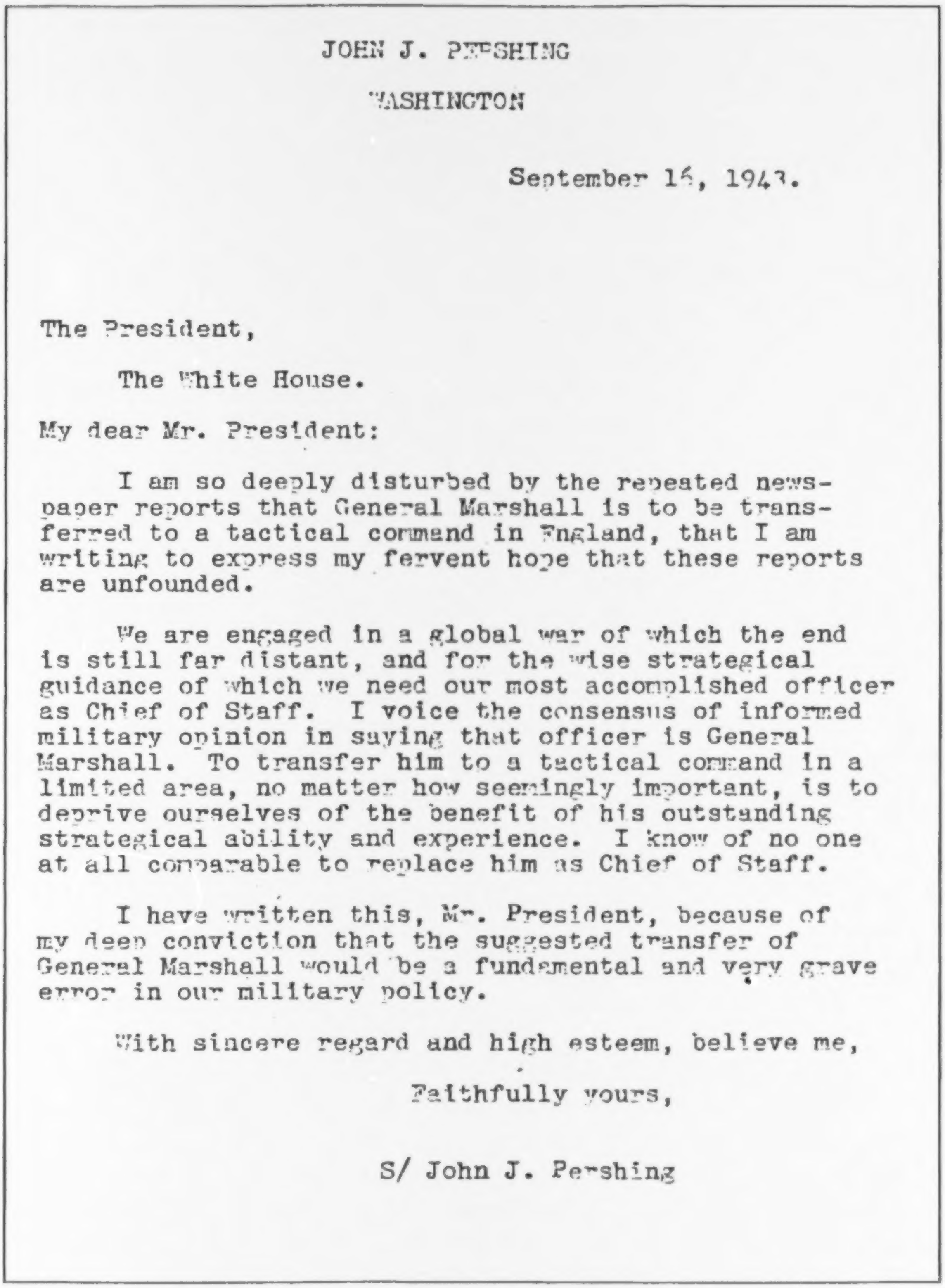
Speaking of the very attractive side porch of our house, which was connected to the front door by a straight hall, reminds me of another affair which now delights my wife. My sister's schoolmate . . .was the daughter of the governor of Pennsylvania at that time, Haskell. . . . . Helen Haskell arrived and she was a very pretty girl and she was going to be entertained at a five hundred [card] party on this back porch on a pleasant summer day. The stipulation of my sister was that I was barred from the house during the party, because she regarded me as a rather turbulent member of the household. So I retired across the street to my chum's yard, and went back to the stable in their backyard to find some activity that would amuse us. And we stirred up a bee's nest.

Well, it was quite the fashion in those days to fight bees. You whittled out a handle on a shingle and cut out some air holes so it would be easier to swing. With this sort of tennis-like paddle you proceeded to fight the bees. You stirred them up and they came at you and you hit at them. If you had bad luck you got badly stung. So we were fighting bees. In the group, I remember—the boy that led to my misfortune was named Bowman, Herbert Bowman, who became a famous Yale athlete; I think he was pitcher on the baseball team, fullback on the football team, and broad jumper on the track team, all in his first year—and he displayed these talents in a battle with me when we were both trying to get under the other to protect us against this bee which was determined to get us. We were hitting in every way with our paddles, and we broke our paddles on each other, not intentionally, and we were having a desperate fight and the bee was just humming right in the rear of our hairline. It was [in] a desperate effort to get free of the bee that I broke loose and the bee chased me.

I came from the far back yard of my chum's house and passed his house in a flash and across the street and the front door was open—it was a summer afternoon—and I went straight down the long hall. Then I remembered at the last moment that I was forbidden [in] the house and the card party was going on, on the side porch, peaceful and delightful. So I turned to the right and went off into the dining room. But the bee went straight ahead and stung the guest of honor, Helen Haskell, and I didn't dare come home until late that night. That is an actual fact. It stung the girl. They wouldn't believe me. They claimed I took the bee in there. (Chuckles) My reputation wasn't very good.

George C. Marshall Interviews and Reminiscences for Forrest C. Pogue

☆ ☆ ☆ ☆ ☆



JOHN J. PERSHING
WASHINGTON

September 16, 1943.

The President,
The White House.

My dear Mr. President:

I am so deeply disturbed by the repeated newspaper reports that General Marshall is to be transferred to a tactical command in England, that I am writing to express my fervent hope that these reports are unfounded.

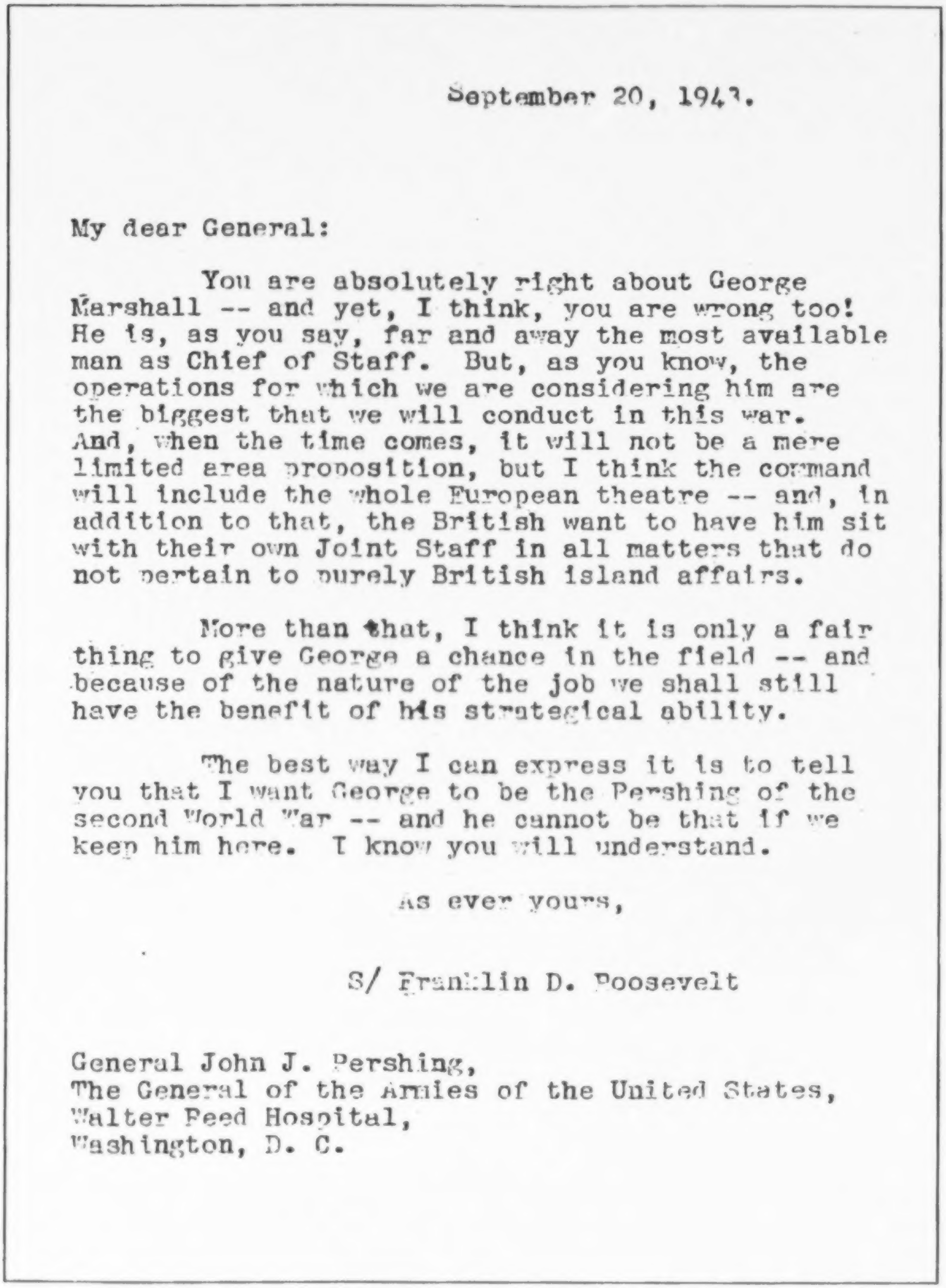
We are engaged in a global war of which the end is still far distant, and for the wise strategical guidance of which we need our most accomplished officer as Chief of Staff. I voice the consensus of informed military opinion in saying that officer is General Marshall. To transfer him to a tactical command in a limited area, no matter how seemingly important, is to deprive ourselves of the benefit of his outstanding strategical ability and experience. I know of no one at all comparable to replace him as Chief of Staff.

I have written this, Mr. President, because of my deep conviction that the suggested transfer of General Marshall would be a fundamental and very grave error in our military policy.

With sincere regard and high esteem, believe me,

Faithfully yours,

S/ John J. Pershing



September 20, 1943.

My dear General:

You are absolutely right about George Marshall -- and yet, I think, you are wrong too! He is, as you say, far and away the most available man as Chief of Staff. But, as you know, the operations for which we are considering him are the biggest that we will conduct in this war. And, when the time comes, it will not be a mere limited area proposition, but I think the command will include the whole European theatre -- and, in addition to that, the British want to have him sit with their own Joint Staff in all matters that do not pertain to purely British island affairs.

More than that, I think it is only a fair thing to give George a chance in the field -- and because of the nature of the job we shall still have the benefit of his strategical ability.

The best way I can express it is to tell you that I want George to be the Pershing of the second World War -- and he cannot be that if we keep him here. I know you will understand.

As ever yours,

S/ Franklin D. Roosevelt

General John J. Pershing,
The General of the Armies of the United States,
Walter Reed Hospital,
Washington, D. C.

Europe

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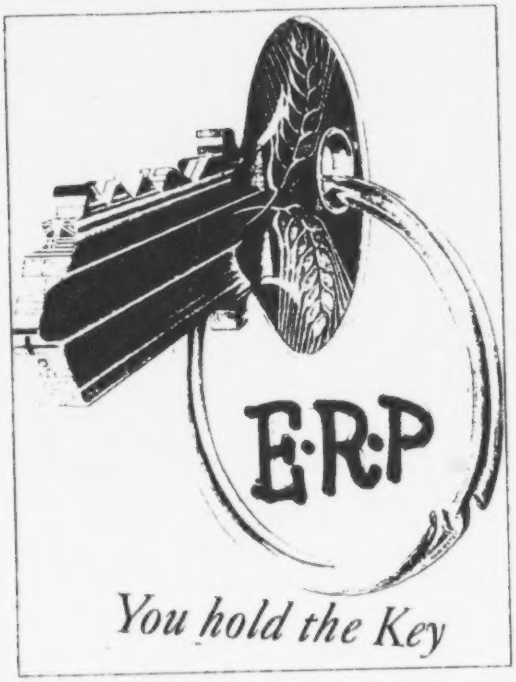
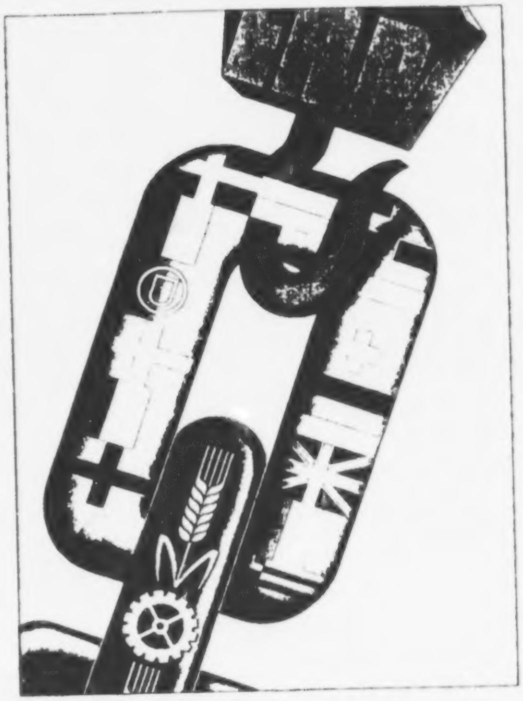
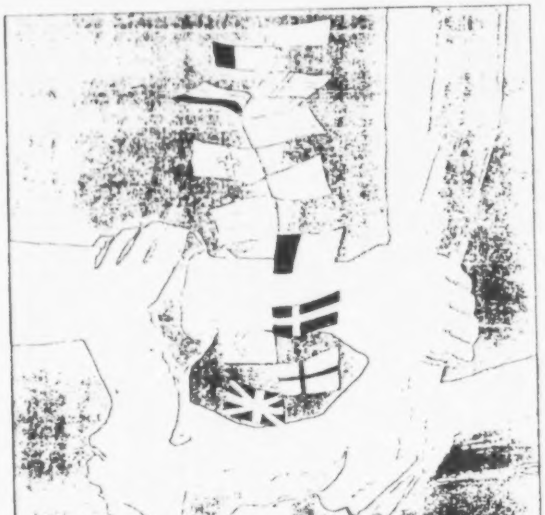

E·R·P
You hold the Key

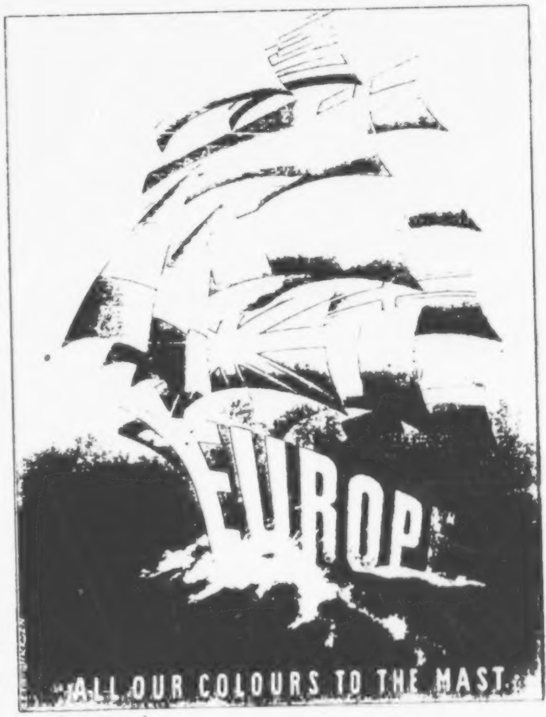
United Kingdom



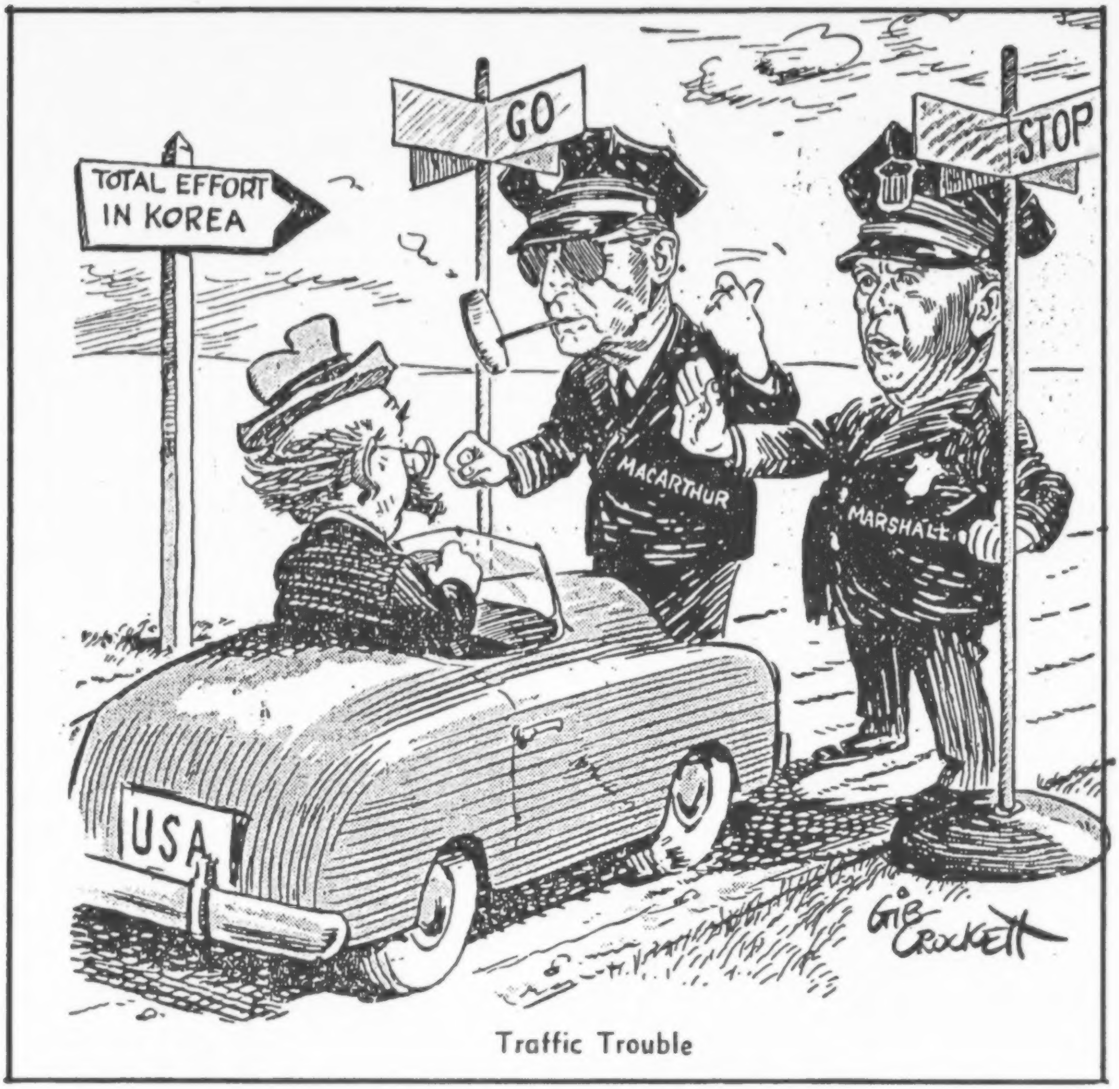
Austria


COOPERATION
INTEREUROPEENNE

France


EUROPE
ALL OUR COLOURS TO THE MAST.

Netherlands


TOTAL EFFORT IN KOREA
GO
STOP
MACARTHUR
MARSHALL
USA
GIB CROCKETT
Traffic Trouble

The Evening Star, Washington, D.C., May 11, 1951

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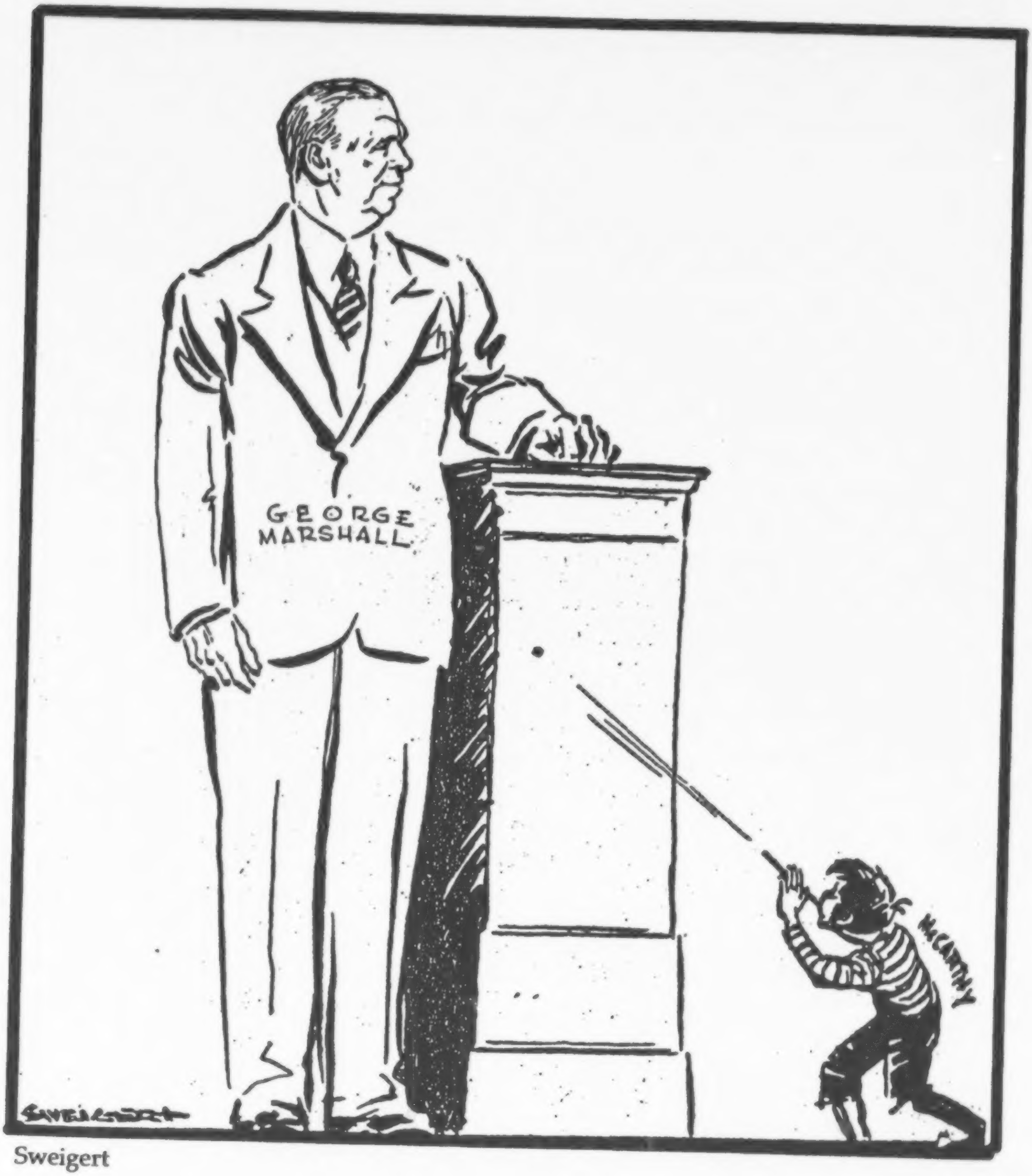
GEORGE
MARSHALL
McCARTHY

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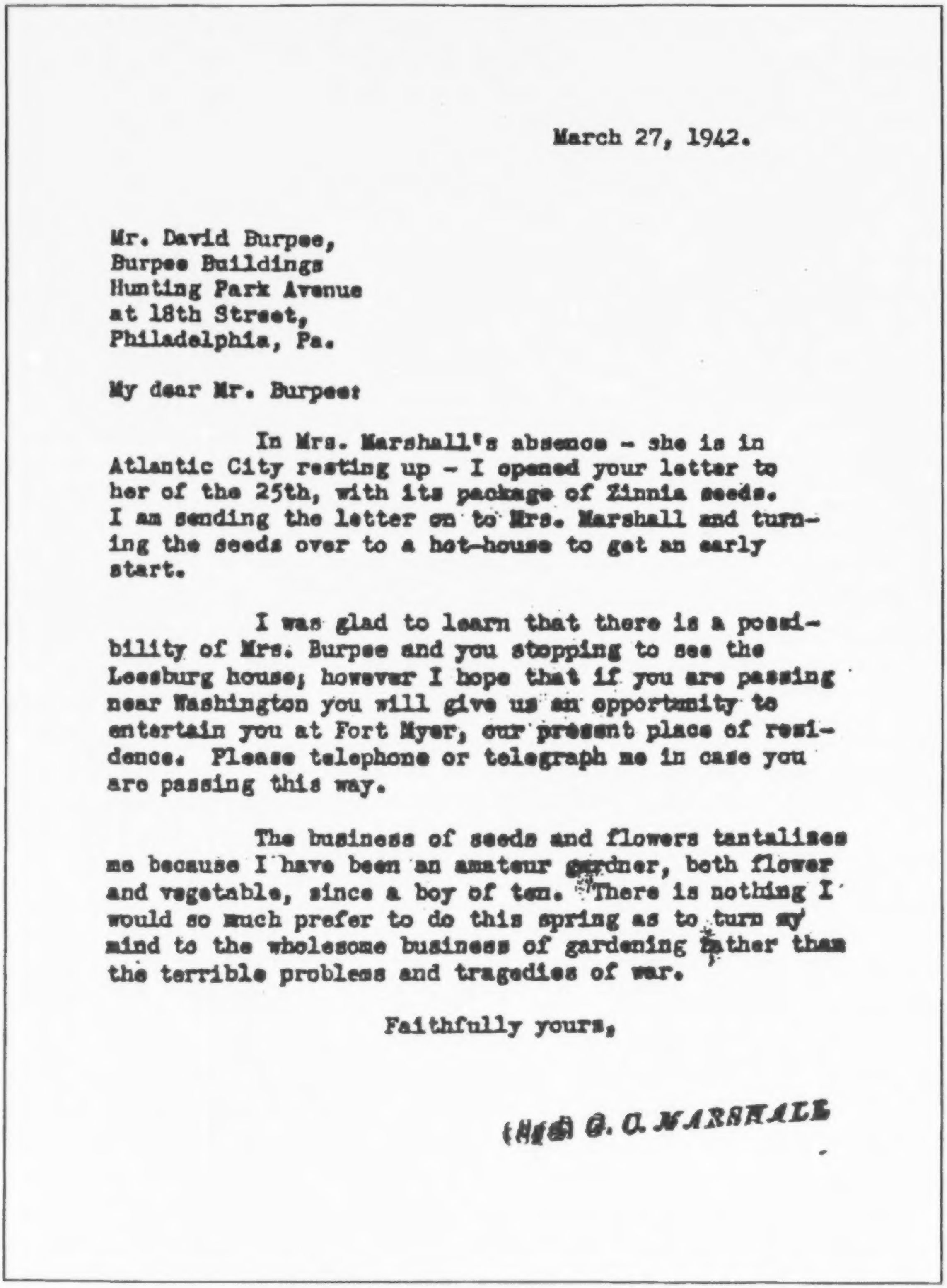


March 27, 1942.

Mr. David Burpee,
Burpee Buildings
Hunting Park Avenue
at 18th Street,
Philadelphia, Pa.

My dear Mr. Burpee:

In Mrs. Marshall's absence - she is in Atlantic City resting up - I opened your letter to her of the 25th, with its package of Zinnia seeds. I am sending the letter on to Mrs. Marshall and turning the seeds over to a hot-house to get an early start.

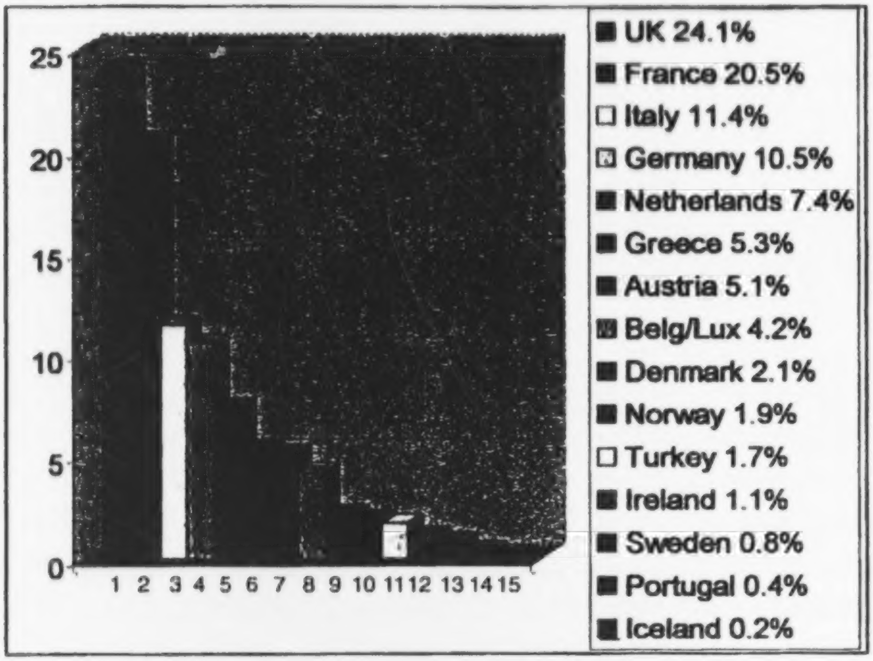
I was glad to learn that there is a possibility of Mrs. Burpee and you stopping to see the Leesburg house; however I hope that if you are passing near Washington you will give us an opportunity to entertain you at Fort Myer, our present place of residence. Please telephone or telegraph me in case you are passing this way.

The business of seeds and flowers tantalises me because I have been an amateur gardner, both flower and vegetable, since a boy of ten. There is nothing I would so much prefer to do this spring as to turn my mind to the wholesome business of gardening rather than the terrible problems and tragedies of war.

Faithfully yours,

(Sgd) G. C. MARSHALL

Marshall Plan Recipient Countries

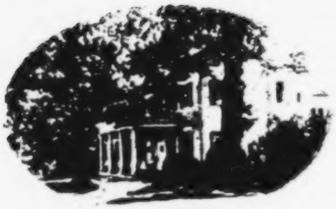


	Country	ERP Millions of Dollars 1949-1952	ERP in 1997 Dollars
1	UK	3.189.9	21.117.1
2	France	2.713.8	17.965.4
3	Italy	1.508.6	9.986.9
4	Germany	1.390.5	9.205.1
5	Netherlands	982.1	6.501.5
6	Greece	706.7	4.678.4
7	Austria	677.7	4.486.4
8	Belgium/Luxembourg	559.2	3.701.9
9	Denmark	273.1	1.807.9
10	Norway	255.2	1.689.4
11	Turkey	225.1	1.490.2
12	Ireland	147.4	975.8
13	Sweden	107.2	709.7
14	Portugal	51.3	339.6
15	Iceland	29.3	194.0

George C. Marshall

An American Leader

A Teacher's Notebook



Dodona Manor
Leesburg, Virginia

The portrait of George C. Marshall by Peter Egeli reproduced on the front cover, commissioned by The George C. Marshall International Center, was presented by the Center's Board of Directors to U.S. Ambassador Raymond Seitz on July 20, 1992, for the U.S. Embassy in London, where it is hung between portraits of Sir Winston Churchill and General Dwight D. Eisenhower.

George C. Marshall

An American Leader

A Project of the George C. Marshall International Center
Made possible by a generous grant from
The Federal Republic of Germany

A Teacher's Notebook

George C. Marshall
An American Leader

Lessons Written and Designed

by

Linda H. Sittig

Package Design and Editing by Rachel Y. Thompson

Maps by Dr. Larry I. Bland
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for their cooperation and assistance.

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Leesburg, Virginia

Stephen C. Price, President
Anne H. Horstman, Executive Vice President

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George C. Marshall: *An American Leader*

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About This Learning Packet

* * * * *

This instructional packet has been designed for use in the social studies curriculum for grades 4–6. Its content and activities are tied to the following Social Studies Standards of Learning for the State of Virginia:

4.6 The student will trace the history of Virginia in the 20th century with emphasis on the accomplishments of prominent Virginians.

5.9 The student will develop skills for historical analysis, including the ability to analyze primary sources.

6.6 The student will analyze the effects of World War II, with emphasis on the major changes in Eastern Europe. . . .

6.8 The student will describe [an aspect of] United States foreign policy since World War II.

The aim of this packet is to introduce students in grades 4–6 to a prominent American, General George C. Marshall, who, though born in Pennsylvania, considered Virginia his home state, and to help those students understand and appreciate the impact of Marshall's life upon modern American and European history. A subsequent aim is for students to see that while famous people might have an extraordinary effect upon history, they may also lead ordinary private lives with their families, pursuing hobbies and leisure-time activities. George C. Marshall and his wife, Katherine, lived at Dodona Manor in Leesburg, Virginia, using it as a country getaway during World War II and as a permanent residence from 1945 until Marshall's death in 1959.

George C. Marshall, who was born in 1880 in Uniontown, Pennsylvania, had an illustrious military career. After graduating from the Virginia Military Institute (VMI) in 1901, he received his commission in the United States Army. He consequently rose to become a great military commander, serving as an officer in World War I, General John J. Pershing's aide at the end of the war, and army chief of staff in World War II. After the war, President Harry S. Truman sent Marshall on a special mission to China; by 1947, he was the U.S. secretary of state. He finished his long service to the country as secretary of defense in 1951. His greatest military achievement was in the formulation and passage of the European Recovery Act, better known as the Marshall Plan. Through this plan, the United States gave economic assistance to Western Europe, helping its nations rebuild after World War II. For his efforts, Marshall was awarded the Nobel Peace Prize in 1953.

Resources

This packet is divided into four separate lessons, which may be taught together as a comprehensive unit or separately as needed to supplement the regular social studies curriculum of the classroom.

All materials needed to complete this packet are included as blackline copies in the Resource section of your notebook, beginning on page 16. They can be copied for class worksheets or made into transparencies; each lesson will suggest a specific use. Check the Table of Contents for specific titles. You will also find with your notebook a complimentary copy of *America's Hero to the World: George C. Marshall* by Rachel Y. Thompson and Mary S. Skutt. This narrative will be a useful reference as you prepare these lessons. In addition, we have included a coloring book titled *George C. Marshall: Soldier and Statesman.* Additional copies can be ordered from the Marshall Museum. A glossary is included in the back pocket of the notebook; glossary terms are underlined throughout the text.

Other helpful resources include:

www.georgecmarshall.org, the website of the George C. Marshall International Center.

www.marshallfoundation.org, the website of the Marshall Museum and of the George C. Marshall Foundation.

www.time.com/time/special/moy/1947 and the same address for the year 1943. These essays from *Time* magazine for the years Marshall was named "Man of the Year" are very informative.

Lubetkin, Wendy. *Marshall.* New York: Chelsea House Publishers, 1989.

Saunders, Alan. *George C. Marshall: A General for Peace.* New York: Facts on File, 1996..

Marshall's Accomplishments at a Glance

- ★ Chief of staff of the United States Army, 1939-1945
- ★ A five-star general in the United States Army, 1944 until his death
- ★ United States secretary of state, 1947-1949
- ★ President of the American Red Cross, 1949-1950
- ★ United States secretary of defense, 1950-1951
- ★ Leader in the development and passage of the European Recovery Act, better know as the "Marshall Plan," 1947–1948
- ★ Nobel Peace Prize recipient, 1953

For a more detailed listing of George C. Marshall's roles throughout his long career, check the timeline in the pocket of this packet notebook.

1. A Leader with Character

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Objectives

The student will:

- ★ Learn about the boyhood and young adult life of George Marshall
- ★ Understand how Marshall's strength of character and leadership developed early in his life
- ★ Discuss what traits characterize a hero and/or leader
- ★ Use a Venn diagram to compare and contrast information.

Materials

- ★ Transparency # R1, General George C. Marshall, Photo
- ★ Transparency # R2, Venn Diagram
- ★ Worksheet # R3, Character Sketch

Procedure

1. Place transparency # R1 on the overhead projector so students will have a visual image of George C. Marshall while you read the following narrative about his early years. This will give students background information on him as a boy and then as a young man. (You might consider making and showing other transparencies of Marshall photographs found in the narrative, *America's Hero to the World.*)

Narrative:

George C. Marshall was born in Uniontown, Pennsylvania, on December 31, 1880. While he loved the stories associated with local history, he was not an outstanding student academically. He enjoyed playing outside with his neighborhood friends and was often setting up small home businesses such as cold drink stands, where he gained a reputation for fairness. Despite the fact that he did not excel in school, he decided that he wanted to go to the Virginia Military Institute (VMI) for college, and he was able to get in because he did well on the entrance exam.

George Marshall arrived at VMI in Lexington, Virginia, at the age of 17 and soon developed a reputation among the other cadets for his honesty and trustworthiness. He put a lot of energy into his studies and became an avid reader, especially on subjects related to the study of history. While his grades remained only fair, he excelled instead in military tactics. Each year he was the top military student in the class. He won the respect of his fellow cadets because he was friendly, fair, and always honest in his dealings with others. Once when he was the Officer of the Day and had to report a fellow cadet for misconduct, the other cadets supported him in his decision because he never showed favoritism to anyone and always obeyed the rules himself. Through his hard work and self-discipline, he eventually earned the honor of First Captain of Cadets, the highest award a student at VMI could achieve.

Another story about George Marshall comes from his early days as an officer in the Philippines when he was leading his men through a swamp and someone spotted a crocodile nearby feasting on a recent "catch." Shortly afterward, Marshall directed his men to wade single file into a nearby stream. When they were almost across, someone yelled, "Croc!" Marshall's men panicked and bolted, literally running over him in their haste to exit the stream. George Marshall picked himself up, waded out of the water, and then ordered his men to recross the stream two more times to restore discipline with the troop and to quell their fear of crossing any more water.

2. Initiate a discussion with the class about some of George C. Marshall's personality traits. Post their suggested answers on the board. Ask them to support their opinions from what they heard in the narrative.

3. Place transparency # R2, the Venn diagram, on the overhead, then initiate a discussion with the students about the characteristics that describe a hero or a leader. Label above one circle of the Venn diagram "Leader" and above the other circle "Hero." As students give words that describe these characteristics, place the terms in the appropriate circles. After students complete this task, ask them to recall specific words from the narrative that were used to describe George Marshall (fair, honest, trustworthy, respected). Have them place these terms in the center of the two overlapping circles.

4. As the culminating activity, hand out Worksheet # R3, the Character Sketch. Explain to students that they will be adding to this sheet throughout their study of George Marshall. Have them choose which of the words best describe George Marshall in terms of leadership and heroism. Ask them to post those words on the character sketch outline. Remind them to leave space for additional characteristics they will encounter in subsequent lessons.

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2. The Effects of War

* * *

Objectives

The students will:

- Learn how the geography of Europe changed due to two world wars
- Understand the impact of the Marshall Plan
- Use graphic organizers to understand the cause and effect of historical events.

Materials

- Transparency # R4, a map of Europe pre-World War I, 1914.
- Transparency # R5, Europe post-World War II, 1949.
- Transparency # R6, a map of Europe pre-World War II, 1938 (optional).
- Worksheet # R7, an outline map of Europe.
- Worksheet # R8, the Timeline Narrative.
- A class-generated cause-and-effect chart.

Procedure

1. Begin by using Transparency # R4, a map of Europe prior to World War I. Ask students which countries they recognize.

2. Show Transparency # R5, a map of Europe after World War II. Ask students what major differences they can see between the two maps. If necessary, use two overhead projectors so students can view both maps simultaneously.

3. Give students Worksheet # R7, an outline map of Europe, and instruct them to label the major countries of Europe and to shade in those countries whose borders changed due to the two world wars.

4. If you wish, have students use all three of the map transparencies featuring Europe in 1914, 1938, and 1949, to compare and contrast. To include this part, use Transparency # R6.

5. Next, read to the students the contents of Transparency # R8, A Timeline Narrative, which matches General Marshall's roles and responsibilities to events of World Wars I and II. As you read, have one student post the 10 dates in a horizontal fashion from left to right on the front board for visual reinforcement.

6. After reading the Timeline Narrative, place a large piece of chart paper on the front board. As a whole-class activity, go over the concept of cause and effect. For example, tell them: "If you leave your bike out in the rain, what will happen? Yes, it will rust. What caused the bike to rust? Yes, it's been out in the rain," etc.

7. Keep the Timeline transparency in place for use as a reference as you set up this next step. Divide the chart paper in half vertically. Label one side "Cause" and the other side "Effect." Start by writing a major event from the timeline dates on the "Cause" side and let students come up with the corresponding "Effect."

   (Six "Cause/Effect" examples are provided below.)

8. Discuss with your class how one event can have a monumental effect upon history. Make sure students understand the implications of the events they have charted.

Examples

Cause		**Effect**
Assassination of Austrian Archduke Francis Ferdinand	→	Outbreak of World War I
Hitler invades Poland	→	England & France declare war on Germany
Japan attacks Pearl Harbor	→	United States enters World War II
United States uses atomic bombs on Japan	→	Japan surrenders in WWII
Marshall Plan is launched	→	European countries are able to rebuild
United States, Canada, and other European countries meet to discuss defense issues	→	NATO is formed

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3. Let There Be Peace

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Objectives

The student will:

- ★ Learn about the Nobel Peace Prize
- ★ Understand why George C. Marshall was a recipient of the prize
- ★ Compare the goals of Abraham Lincoln and George C. Marshall
- ★ Draft an imaginary conversation between Lincoln and Marshall centering on the idea of establishing long-term peace.

Materials

- ★ Transparency # R9, *About George C. Marshall: Some Quotes*
- ★ Worksheet # R10, *A Meeting Between President Lincoln and George C. Marshall*

Procedure

1. Read aloud to your students the narrative below so they will have a better understanding of the Nobel Peace Prize, and why it was awarded to George C. Marshall in 1953.

   Narrative:

   The Nobel Peace Prize was first awarded in 1901 and is given annually to an individual or organization whose efforts to promote peace have had an impact on history. George C. Marshall was awarded the prize in 1953 for his efforts to create conditions for long-term peace in Europe following World War II through the formulation and support for the European Recovery Act—the Marshall Plan. He was the first professional soldier ever to be awarded the Nobel Peace Prize. Other famous people who have received the Nobel Peace Prize include Dr. Martin Luther King Jr. and Mother Teresa.

2. Next, put Transparency # R9, *About George C. Marshall: Some Quotes* on the overhead projector and ask for volunteers to read the various quotes aloud to the class. After each quote is read, ask the class how this person's view of Marshall gives us a glimpse into his character and his goal of achieving long-term world peace.

3. Before handing out Worksheet # R10, *A Meeting Between Abraham Lincoln and George C. Marshall*, ask the class to make some comparisons between the devastation of the Civil War and that of Europe after World War II, using images 1 through 8 in the photo pack. [Please notice that the first four photographs feature Richmond, Virginia, at the end of the Civil War, while the second four are images of German cities after the war. The photograph captions will help.] You might also read students a description of Europe after World War II from the *America's Hero* narrative, page 97. Consider making these points:

   The conflict in World War II pitted country against country in Europe.
   The conflict in the Civil War pitted state against state within the United States.

   Bombs in World War II destroyed major cities in Europe.
   Fires in the Civil War destroyed major areas in the South.

   At the conclusion of World War II, several countries were in economic ruin.
   At the conclusion of the Civil War, the South was in economic ruin.

   Even though the military fighting ended in both World War II and the Civil War, bringing about peaceful relations among the people was difficult.

   The economic problems caused by the war in each case made the peace process more difficult.

4. Instruct students that they are going to compose an imaginary conversation between Abraham Lincoln and George Marshall. Remind them that both men were deeply and emotionally involved in major American wars that resulted in much loss of life and destruction of entire areas of countries. Since the class has already compared the devastation of the Civil War and World War II, they should see that Lincoln and Marshall both saw the ugly side of war. Both men were also deeply committed to peace. While Marshall was instrumental in helping Europe rebuild after World War II, Lincoln did not live long enough to help the American South rebuild. Have students brainstorm possible conversations, and then ask each student to compose an imaginary conversation between these two great leaders, using Worksheet # R10.

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4. Relaxing at Home in Leesburg

* * *

Objectives

The student will:

- Learn about General and Mrs. Marshall's life at Dodona Manor
- Understand the need for privacy among leaders with huge responsibilities
- Understand how one's home is a reflection of oneself
- Take a virtual tour of Dodona Manor via floor plans and art sketches.

Materials

- Transparency # R11, a photograph of General and Mrs. Marshall at Dodona.
- Transparency # R12, a granddaughter's view of the Dodona Manor property.
- Transparencies # R13, R14, and R15, the floor plans of Dodona Manor.
- Worksheets # R13, R14, R15, the floor plans of Dodona Manor.

Procedure

1. Place transparency # R11, a photo of the Marshalls at Dodona, on the overhead for students to view as an introduction to George C. Marshall's life at Dodona. After students have had time to look at this, replace it with transparency # R12, a drawing by George Marshall's stepgranddaughter, Katherine Winn Winston. For more images, make photographs 9-10 (Photo Pack) into Transparencies, using these to further generate discussion.

   Narrative:

   In October 1940 Mrs. Marshall drove out from Washington, D.C., into Loudoun County, Virginia, to look for some property that she and the general might purchase as a weekend home, a place to temporarily escape the heavy responsibilities of General Marshall's military duties. She found a piece of property in Leesburg, Virginia, which the Marshalls purchased in 1941, that had a large house on about four acres just outside the town limits. The house had been built well before the Civil War, and had been renovated in the 1930s, but there was no garage, the walkways were in bad condition, and the grounds needed extensive cleaning up. When General Marshall left for Europe in April of 1942,

→

Mrs. Marshall hired contractors in Leesburg to start fixing up the estate. The Marshalls had begun to call their new property "Dodona," after a Greek city where, it was said, the voice of Zeus could be heard rustling through its oak trees. It would not be until after World War II ended that the Marshalls would be able to move from Fort Myer in Arlington, Virginia, and live permanently at Dodona Manor. By that time George Marshall was already 65 years old. He and Mrs. Marshall enjoyed their privacy at Dodona. George Marshall tended his vegetable garden, while Mrs. Marshall worked to establish several flower gardens, one of which — the rose and boxwood garden — is still in evidence today. They spent his retirement years savoring the peace and quiet of Dodona Manor, entertaining good friends in their home, relaxing with a good book, or taking walks with their faithful dogs at their side. George and Katherine Marshall lived at Dodona Manor until the general's death on October 16, 1959.

2. Next, distribute Worksheets # R13, R14, and R15, Dodona Manor, Three Views. Explain to the students that you are going to give them a virtual tour of the home through the architect's blueprints. Students should follow along on their worksheet pages as you lead them through the virtual tour of the same floor plans, using Transparencies # R13, R14, and R15.

A Virtual Tour of Dodona

* * * * *

Transparency # R13, Dodona Manor, the West Elevation

We will be start with the west elevation of Dodona, which shows the front entrance to the house. The house was actually constructed in three phases, and as you look at the house, you can see those three parts. Historians believe that the central part of the house was built first, possibly in the 1820s. It is now the front entrance to the home. You will notice four white columns flanking the entrance, they were added later, possibly as late as 1900. The left wing is the one with three levels and was most likely added in the 1840s. The third wing is perpendicular to the home and is constructed out the back. It was the last part to be added. We know that by 1859, shortly before the Civil War, all three wings of the house had been completed. While we will only have floor plans for the first and second floors, please look at the third floor on the left wing. This was where General Marshall's orderly, William Heffner, lived. Sergeant Heffner took care of chores for General Marshall. One late night while Sergeant Heffner was cleaning his gun, he accidentally dislodged it and it went off, shooting a bullet right into the floor. Since General Marshall's bedroom was right below on the second floor, the sound of a bullet ramming into his ceiling woke him right up! You can still see the bullet hole in the third floor today.

→

Transparency # R14, the First-Floor Plan:

All right, let's turn to page two and enter the house. We would be guests and enter the large front door by way of a columned brick porch. As we enter the foyer, turn right and go into the living room. During the restoration of Dodona, the contractors found that the floor to the living room was multiple layers thick, unusual in most homes. For a short time after the Civil War, the house served as a boarding school. Its sturdy construction proved strong enough for the youthful energies of its pupils. While you are still in the living room, walk over to the bay window and look out. The part of the lawn you see is where General and Mrs. Marshall liked to sit outside and read, often with their dogs at their side.

As we come back into the foyer, we would cross the hallway into the dining room. Please note that all the furniture in the house actually belonged to and was used by the Marshalls. Because European countries appreciated the assistance they received as a result of the Marshall Plan, several of those governments, including Great Britain, France, Germany, and Italy, have given money to help in the restoration of Dodona.

Now move into the hallway past the bath, and we can go into General Marshall's office, then his study. His office is sparse in decoration, reflecting George Marshall's simple tastes. He was not a "fancy" man. Picture George Marshall sitting at his desk, typing a letter to friend, or placing his gardening order to the Burpee Seed Company. Though George Marshall had a secretary at his Washington office, perhaps he sat at this desk to jot down notes or ideas for the important work he was doing for our country. Nearby, Marshall's study reflects his love of reading, evident in all the bookcases. It's easy to imagine him in his comfortable easy chair, reading a good book. Many of his personal books were on military history, which should come as no surprise. If we look out the window in his study, we can see the boxwoods that he and Mrs. Marshall planted over 50 years ago to form a horseshoe shape around their rose garden.

The third wing perpendicular to the house contains a breakfast room, the kitchen, and the laundry room.

Transparency #R15, the Second Floor Plan:

Now let's turn to page three. As we enter the second floor, the first room we come to is the general's bedroom. Mrs. Marshall had the adjoining bedroom, separated by a shared bathroom. As we mentioned, General Marshall had an orderly, Sergeant Heffner. He would have used the staircase just outside of Marshall's bedroom. This made the general easily accessible to him.

→

Proceeding down the hallway we would take a couple of steps up into a room that was used for various purposes. It served as a nursery for Mrs. Marshall's grandchildren during the war, and as a workroom or guest room at other times.

Passing another bathroom, do peek in. It looks like the Marshalls had Jacuzzis, but actually these special bathtubs were built in the 1930s and were in the house when Mrs. Marshall bought the estate. We will now enter the last room on this floor, and the largest. This room was originally the master bedroom, but the Marshalls reserved it as a special guest bedroom. The most famous visitor of the Marshalls was Madame Chiang Kai-shek, whose husband was the leader of Nationalist China. The remaining two rooms in the last wing would have been used as additional guest bedrooms for company.

That completes our virtual tour of Dodona. Think of the places where George Marshall would have spent his time: his office, his study, his bedroom, the living room, outside in his flower gardens, or outside reading a book on the lawn. Read below to find out about your follow-up assignment:

If Only Walls Could Talk

☆ ☆ ☆ ☆ ☆

You are to write a one-page narrative on George C. Marshall, using the information from this virtual tour of Dodona. What do you know about General Marshall's hobbies, his likes, and his dislikes? Choose one of the rooms or an outside area and tell me how he would have spent his time in this area or room. Explain how his retirement life at Dodona reflects the type of person he was. Did he like publicity and fame, or did he prefer a quiet life? You may, and should, include any of the information from the virtual tour, plus the floor plans on your worksheet.

☆ ☆ ☆ ☆ ☆

Resources and Photo Pack Contents for Use as Worksheets or Transparencies

* * * * *

Resources

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Photo Pack

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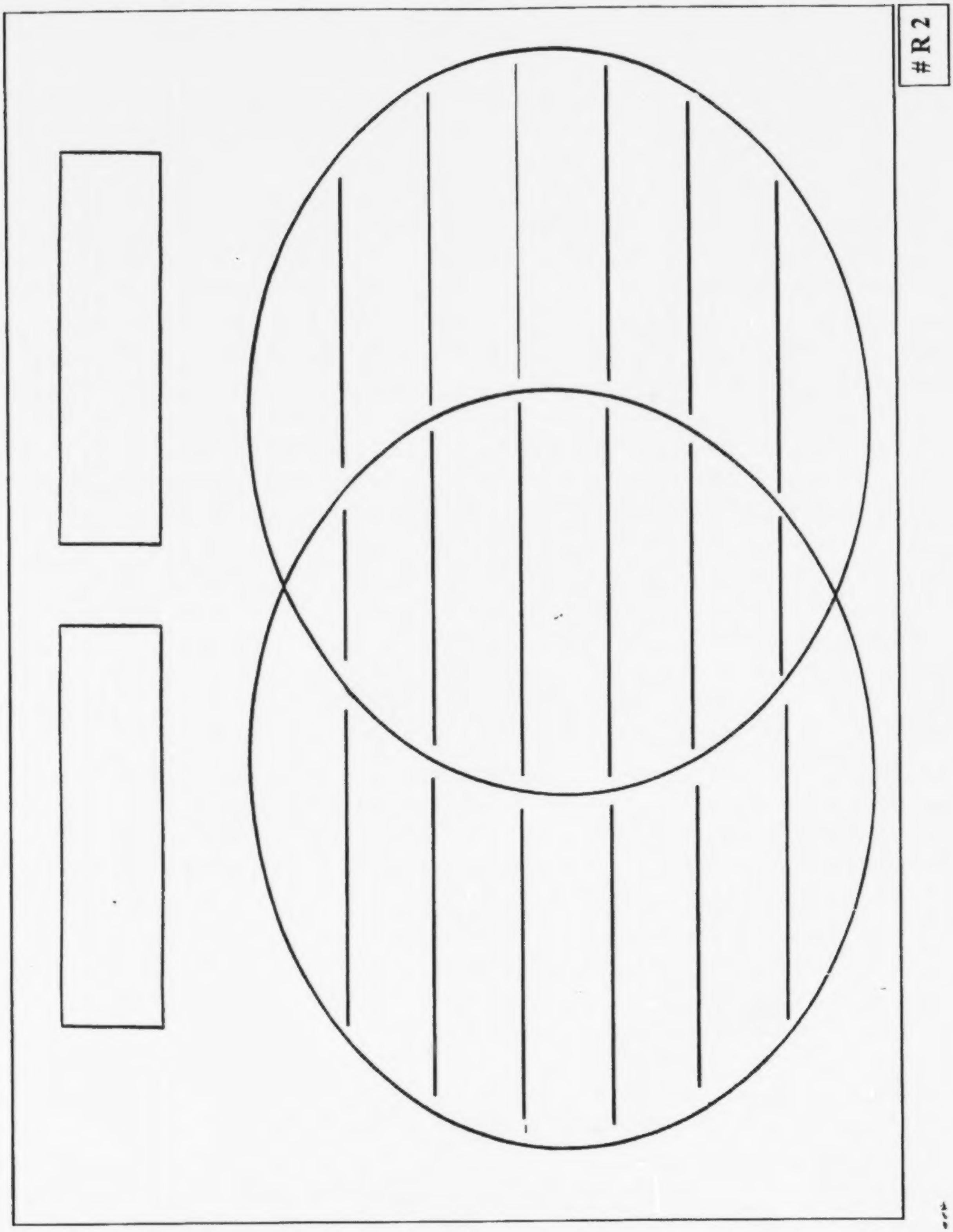
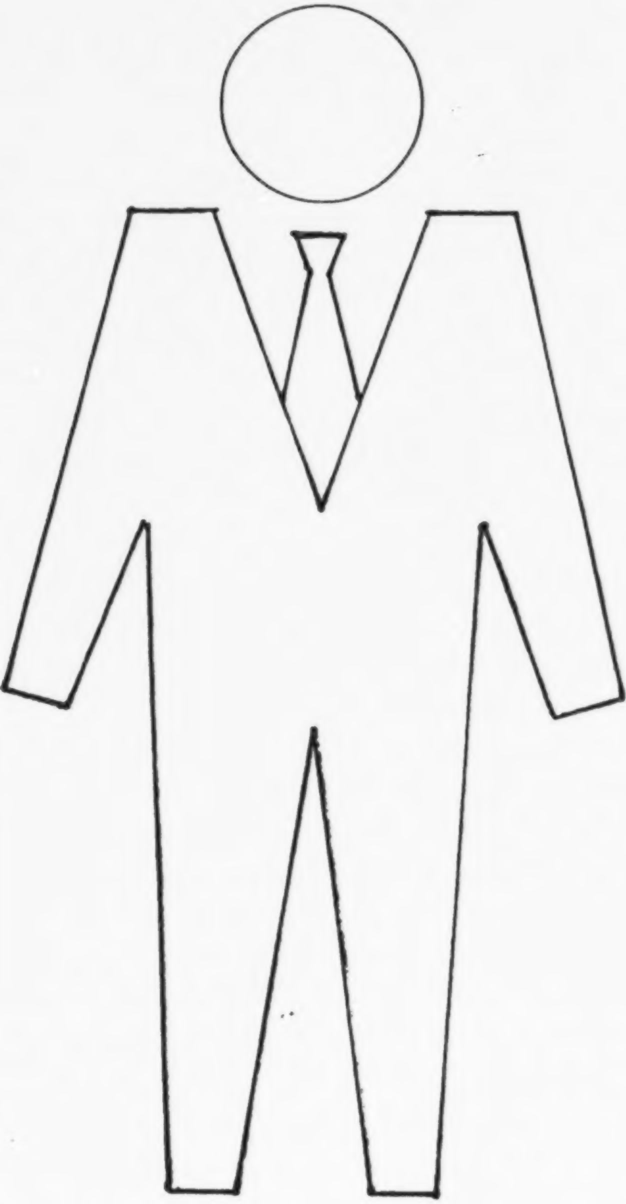
Germany, 1945-47 5-8
The Marshalls at Home 9-10

R1

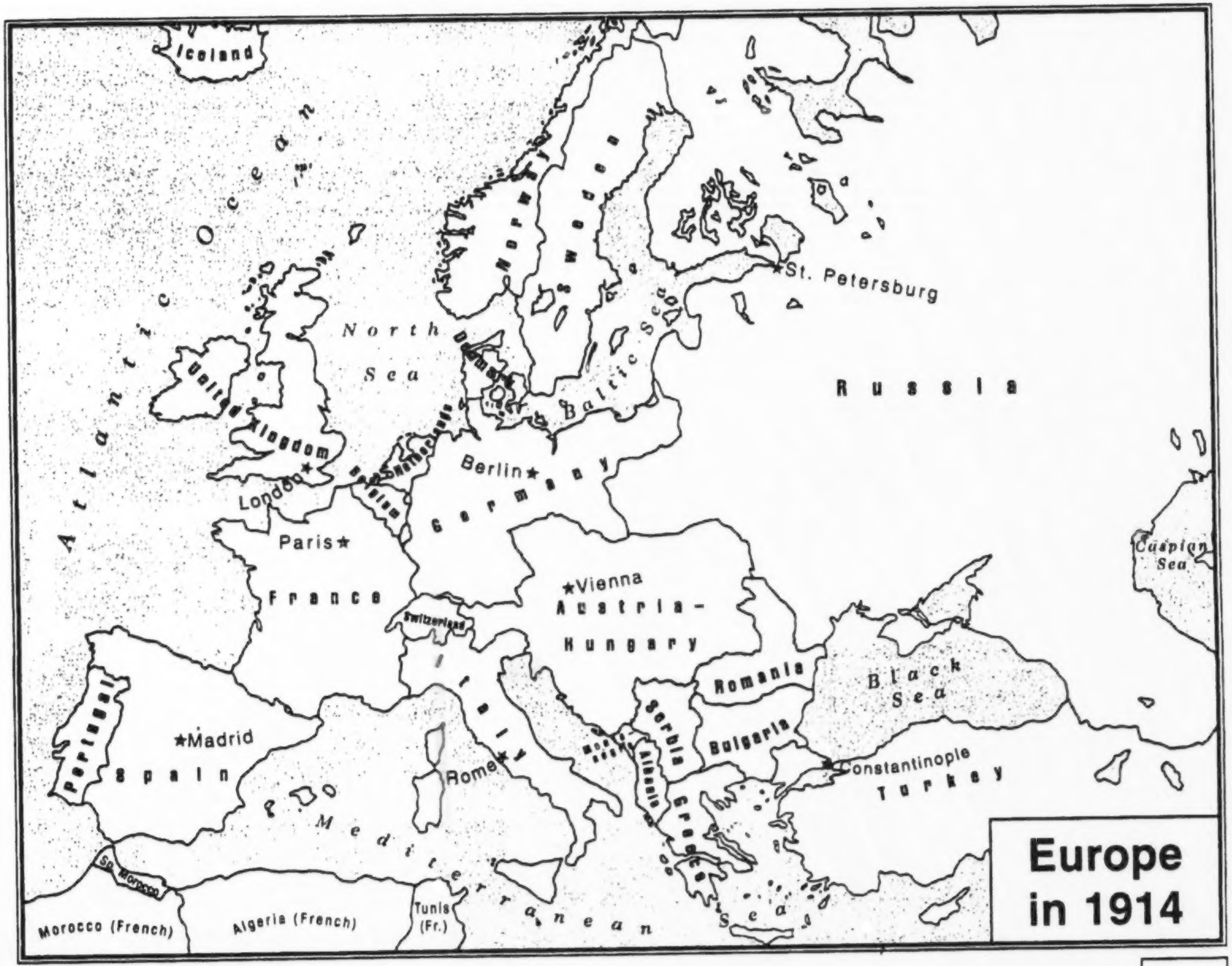

#R2

Character Sketch

* * *



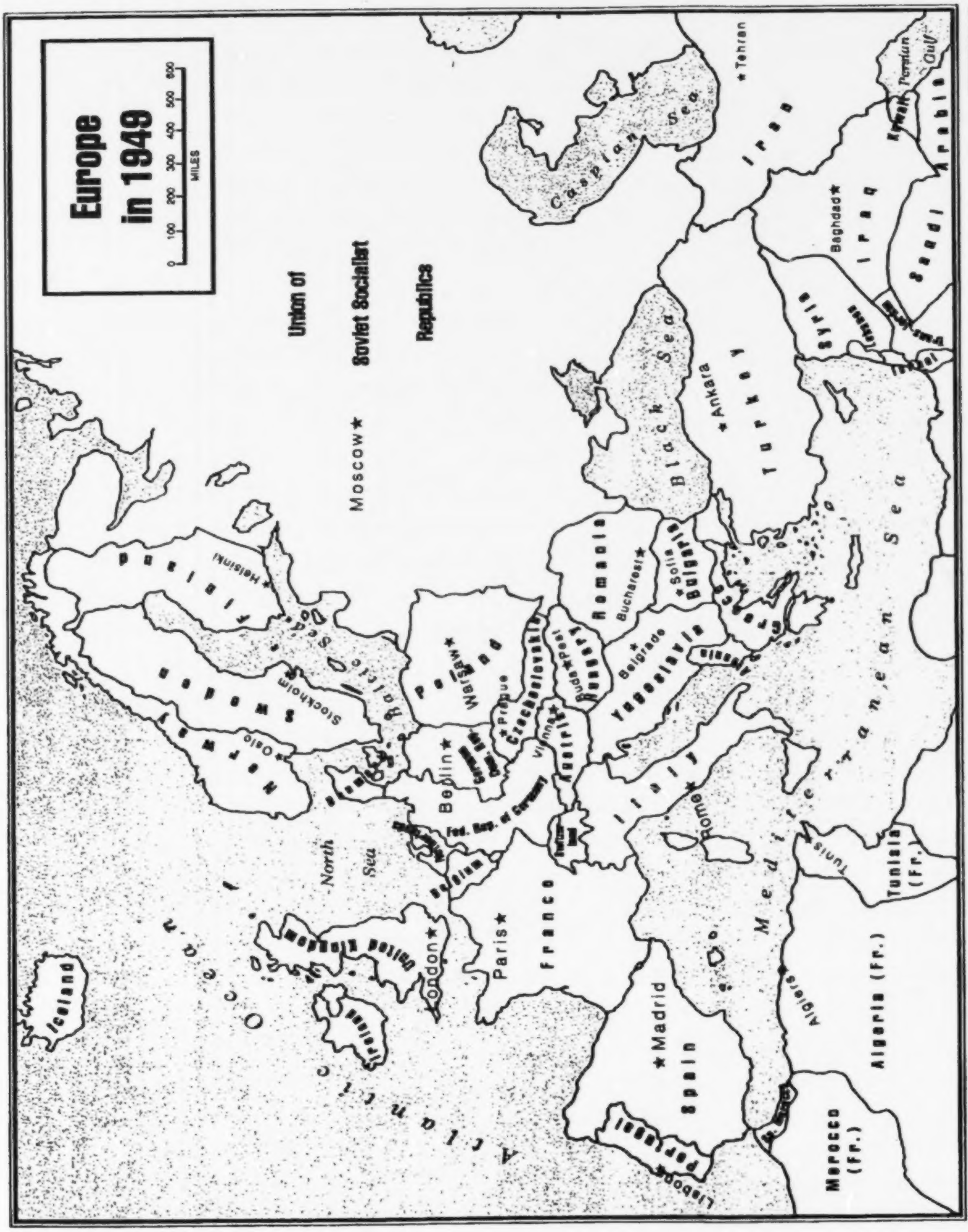
# R 3



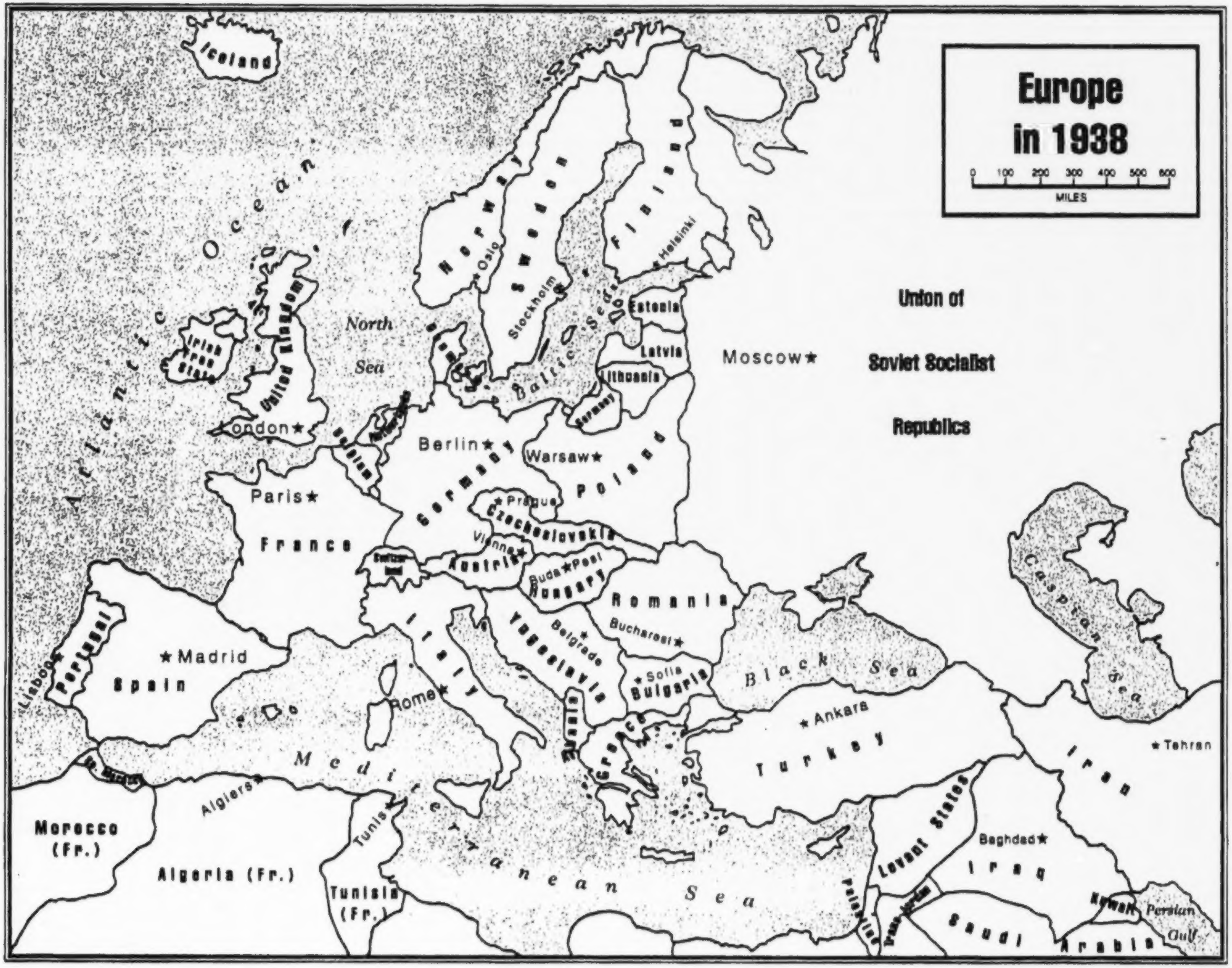
Europe in 1914

Iceland
Atlantic Ocean
North Sea
United Kingdom
London
Norway
Sweden
Denmark
Baltic Sea
St. Petersburg
Russia
Netherlands
Belgium
Berlin
Germany
Paris
France
Switzerland
Vienna
Austria-Hungary
Romania
Black Sea
Caspian Sea
Serbia
Bulgaria
Montenegro
Albania
Greece
Constantinople
Turkey
Italy
Rome
Portugal
Madrid
Spain
Sp. Morocco
Morocco (French)
Algeria (French)
Tunis (Fr.)
Mediterranean Sea

#R4

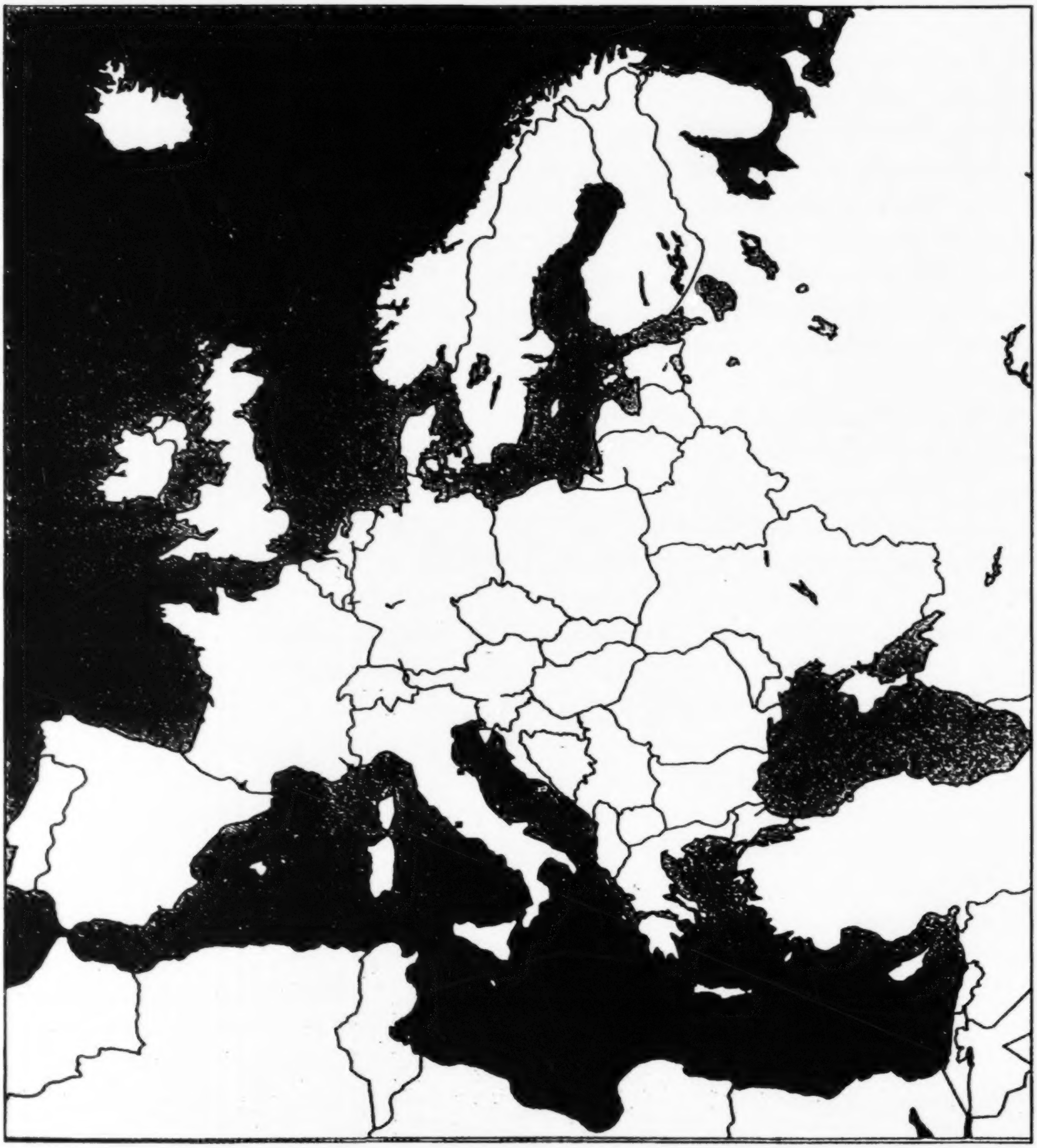

Europe in 1949
0 100 200 300 400 500 600
MILES
Union of Soviet Socialist Republics
Moscow
Caspian Sea
Black Sea
Tehran
Iran
Baghdad
Iraq
Saudi Arabia
Kuwait
Persian Gulf
Syria
Lebanon
Israel
Transjordan
Turkey
Ankara
Mediterranean Sea
Romania
Bucharest
Bulgaria
Sofia
Greece
Albania
Yugoslavia
Belgrade
Hungary
Budapest
Czechoslovakia
Prague
Vienna
Austria
Poland
Warsaw
Finland
Helsinki
Sweden
Stockholm
Baltic Sea
Norway
Oslo
Denmark
German Dem. Rep.
Berlin
Fed. Rep. of Germany
Switzerland
Italy
Rome
Netherlands
Belgium
North Sea
France
Paris
London
United Kingdom
Ireland
Iceland
Atlantic Ocean
Spain
Madrid
Portugal
Lisbon
Morocco (Fr.)
Algeria (Fr.)
Algiers
Tunisia (Fr.)
Tunis

#R5


Europe
in 1938
0 100 200 300 400 500 600
MILES
Iceland
Atlantic Ocean
Irish Free State
United Kingdom
London
North Sea
Norway
Oslo
Sweden
Stockholm
Finland
Helsinki
Baltic Sea
Estonia
Latvia
Lithuania
Germany
Moscow
Union of
Soviet Socialist
Republics
Belgium
Berlin
Warsaw
Poland
Paris
France
Prague
Czechoslovakia
Vienna
Austria
Buda-Pest
Hungary
Romania
Bucharest
Portugal
Lisbon
Madrid
Spain
Italy
Rome
Belgrade
Yugoslavia
Sofia
Bulgaria
Black Sea
Caspian Sea
Greece
Albania
Ankara
Turkey
Tehran
Iran
Morocco
(Fr.)
Algiers
Algeria (Fr.)
Tunis
Tunisia
(Fr.)
Mediterranean Sea
Levant States
Baghdad
Iraq
Palestine
Trans-Jordan
Kuwait
Persian
Gulf
Saudi Arabia

#R6

Europe



# R7

Timeline Narrative

★★★★★

1914

On June 28, Archduke Francis Ferdinand, heir to the throne of the Austro-Hungarian Empire, was assassinated by a Serbian nationalist in Sarajevo, Bosnia. As a result, Austria-Hungary then invaded the country of Serbia, touching off a major conflict in Europe, which would become World War I.

1917

America enters World War I on the side of the Allied Powers, which included Great Britain, France, Russia, Serbia, Japan, and Italy. They are fighting against the Central Powers, which included Austria-Hungary, Germany, Bulgaria, and Turkey. Captain George C. Marshall is assigned to the First Infantry Division, heading to France to serve in a leadership position in support of the Allied Powers.

1918

The Allied Powers are victorious and bring the war to a close. That September, Captain George C. Marshall has an important role planning the movement and placement of more than 600,000 men in the last great offensive of the war.

1919

Colonel George C. Marshall is appointed the aide-de-camp to General Pershing. He spends the next 16 years in leadership positions in the U.S. Army.

1935–1938

Benito Mussolini comes to power in Italy and invades Ethiopia. Adolph Hitler gains control in Germany and annexes Austria. Francisco Franco establishes a dictatorship in Spain. Hirohito becomes emperor in Japan, and his military leaders invade parts of China. Marshall works with Civilian Conservation Corps Camps in Washington State, and then comes to Washington as a general, to be assistant chief of staff in the War Plans Division.

1939–1940

Hitler invades Czechoslovakia and Poland. On September 1, 1939, General Marshall is appointed as U.S. Army chief of staff. On September 3, 1939, Great Britain and France vow to defend Poland and declare war on Germany. Germany begins bombing England. Japan signs an alliance with Germany. America tries to stay out of the war.

As Army chief of staff, George C. Marshall petitions Congress for funding to increase the size of the U.S. Armed Forces.

1941

On December 7, Japan launches a surprise attack on a U.S. naval base at Pearl Harbor, Hawaii. The United States declares war on the Axis powers of Germany, Italy and Japan, and joins with Great Britain and France to fight in World War II. As Army chief of staff, George C. Marshall plays a huge role in forming the British-American alliance.

1942–1945

World War II is fought in Europe, Asia, and Africa. Germany and Italy are defeated in the fighting. Japan surrenders after the United States drops atomic bombs on Hiroshima and Nagasaki, Japan, in August 1945. George C. Marshall's leadership as Army chief of staff throughout the war is a key part of the Allied victory.

1947-1948

George C. Marshall is appointed secretary of state by President Harry S. Truman. In this role, Marshall helps to draft the European Recovery Act, a program of economic recovery to assist in the rebuilding of war-devastated European countries, including Germany and Italy. This act passed the U.S. Congress in the spring of 1948 and came to be known as the *Marshall Plan.*

1949

NATO, the North Atlantic Treaty Organization, is formed. A defensive military pact, it included 12 nations, including Britain, France, Belgium, the Netherlands, Norway, Canada, and the United States. According to the pact, an attack on any one of the 12 nations would be considered an attack on all of them, and all would come to that country's defense. NATO was seen as a direct outgrowth of the Marshall Plan.

☆ ☆ ☆ ☆ ☆

About George C. Marshall: Some Quotes

☆ ☆ ☆ ☆ ☆

Among his (Marshall's) greatest assets were his high standards, his integrity… his exceptional patriotism and profound humility.

— Ltc. David Saltman, *Officer Review,* December 1995.

Marshall's character cast a giant historical shadow. His leadership qualities, self-control, sense of honor and duty, and apparent lack of personal ambition were so extraordinary that virtually every individual with whom he worked…. comment on them (those qualities) in hushed tones of reverence.

— Mark A. Stoler, *George C. Marshall, Soldier-Statesman of the American Century*

Though an architect of American power, Marshall himself … remained unassuming. His understated, self-confident manner won him respect… from his comrades.

— Beverly Blois, *Loudoun Times-Mirror*, December 1997

Marshall's genius lay in his ability to combine an immense talent for organizing global military (and diplomatic) operations with a unique sense of how such an organization had to be accomplished in a democracy.

— Forrest Pogue, *George C. Marshall, Interviews and Reminiscenses*

By raising living standards and increasing productivity in Western Europe, the Marshall Plan curbed Communism, stimulated trade and economic growth, helped preserve political stability, and made possible a vigorous and enduring North Atlantic Treaty Organization. Given its objectives, it was the most successful foreign aid program in American history.

— From the pamphlet *The Marshall Plan: A Fifty Year Perspective*

R9

3. A Meeting Between Lincoln and Marshall

☆☆☆☆☆

President Abraham Lincoln was assassinated on April 12, 1865, fifteen years before George C. Marshall was born. Although it would have been impossible for the two men to meet in life, both were considered great leaders and had similar goals for peace. For this assignment, you are to compose an imaginary conversation between the two men. Lincoln would be asking Marshall about the destruction in Europe that resulted from World War II, and the two would exchange information and opinions about the effects of such destruction. The beginning of the conversation has been started for you. **You should complete it, using both sides of the worksheet.**

Lincoln: "I'm glad to finally meet you, General Marshall."

Marshall: "It's good meeting you, too, Mr. President."

Lincoln: "General Marshall, I heard you received the Nobel Peace Prize. That's quite an honor."

Marshall: "Thanks, Mr. President. I felt good that the results of my hard work to help rebuild the devastation in Europe made such a difference in the lives of so many."

Lincoln: "I wish I might have lived long enough after the Civil War to bring about that kind of rebuilding and peace in the South. I think the South suffered terribly after the war. War hurts the people in so many ways, General Marshall.

Marshall: "Yes, Mr. President. That's true. After World War II, so much of Europe had also been destroyed. We were worried that all of the economic hardship would make them seek a strong leader to tell them what to do. We didn't want dictators gaining power as they had after World War I."

Lincoln: "I worried so much about how the destroyed property in the South would make it harder to bring peace to that region. How were you able to help in Europe?"

Marshall: ____________________

Lincoln: ____________________

Marshall: ____________________

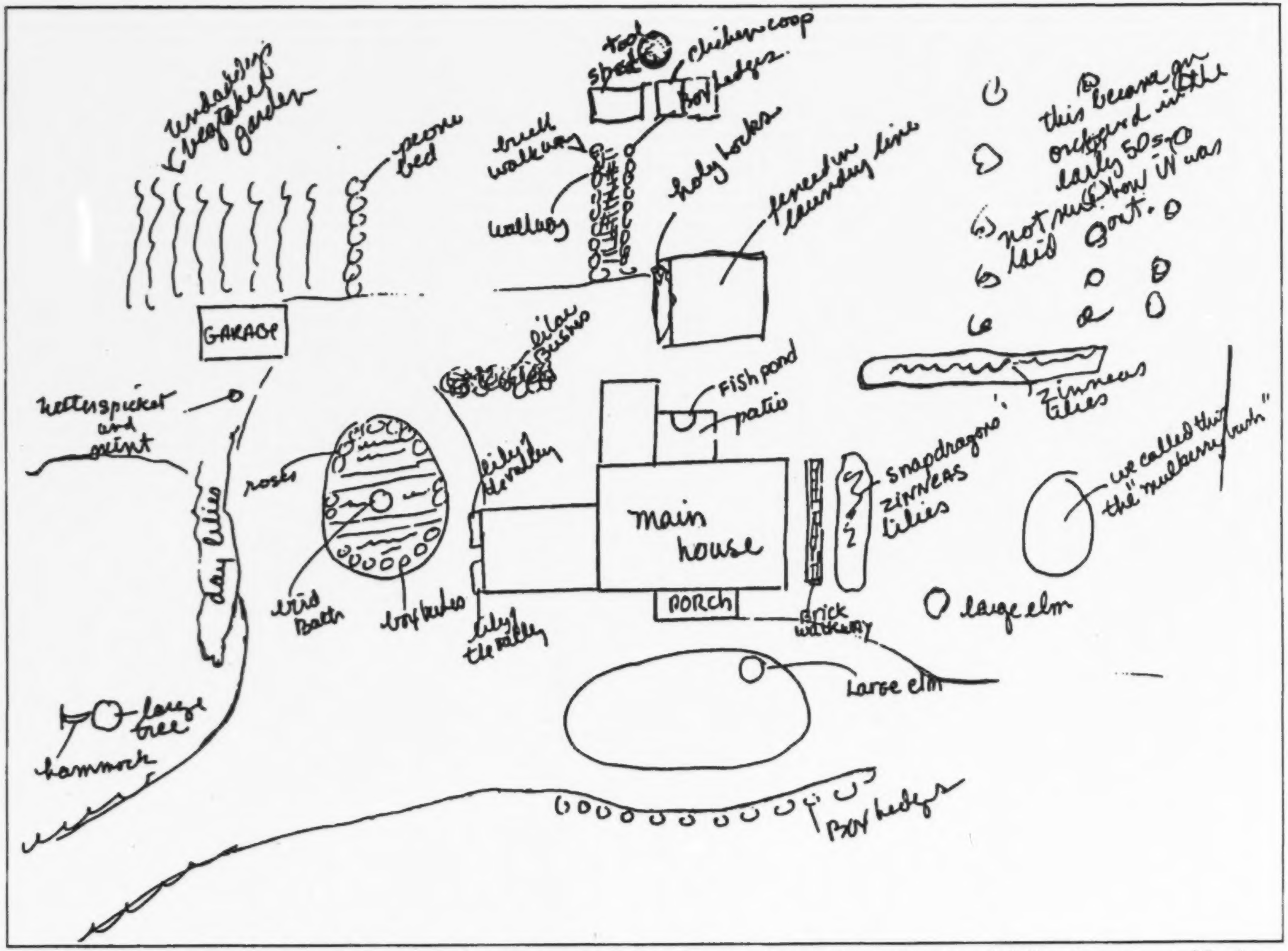
Lincoln: ____________________

Marshall: ____________________

continue on the back →

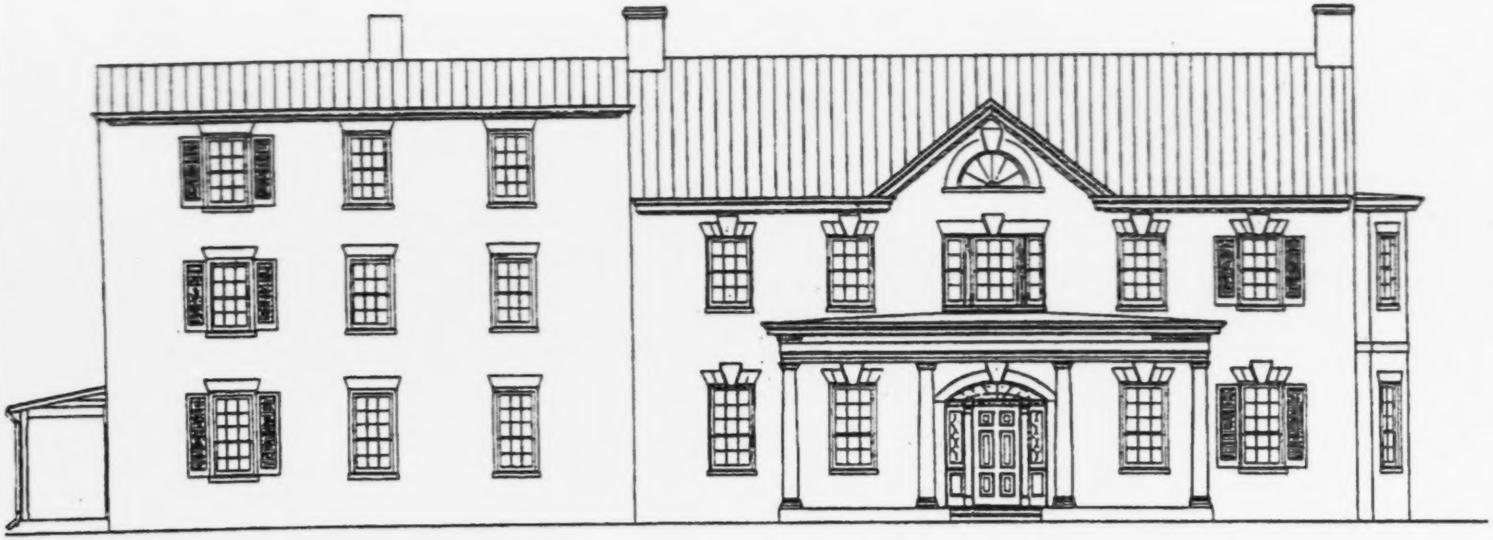
R11

The Marshalls relax with their dogs, Bones and Nato in the back yard at Dodona Manor.


undulating vegetable garden
peony bed
GARAGE
tool shed
chicken coop
box hedges
brick walkway
walkway
holy hocks
fenced in laundry line
this became an orchard in the early 50s - not sure how it was laid out.
lilac bushes
Fish pond
patio
Zinneas lilies
watersprinkler and mint
roses
bird Bath
box bushes
lily of the valley
lily of the valley
main house
PORCH
brick walkway
snapdragons ZINNEAS lilies
we called this the "mulberry bush"
large elm
Large elm
day lilies
large tree
hammock
BOX hedges

Mrs. Kitty Winn Winston, granddaughter of Katherine Marshall, drew a sketch illustrating her childhood memory of Dodona.

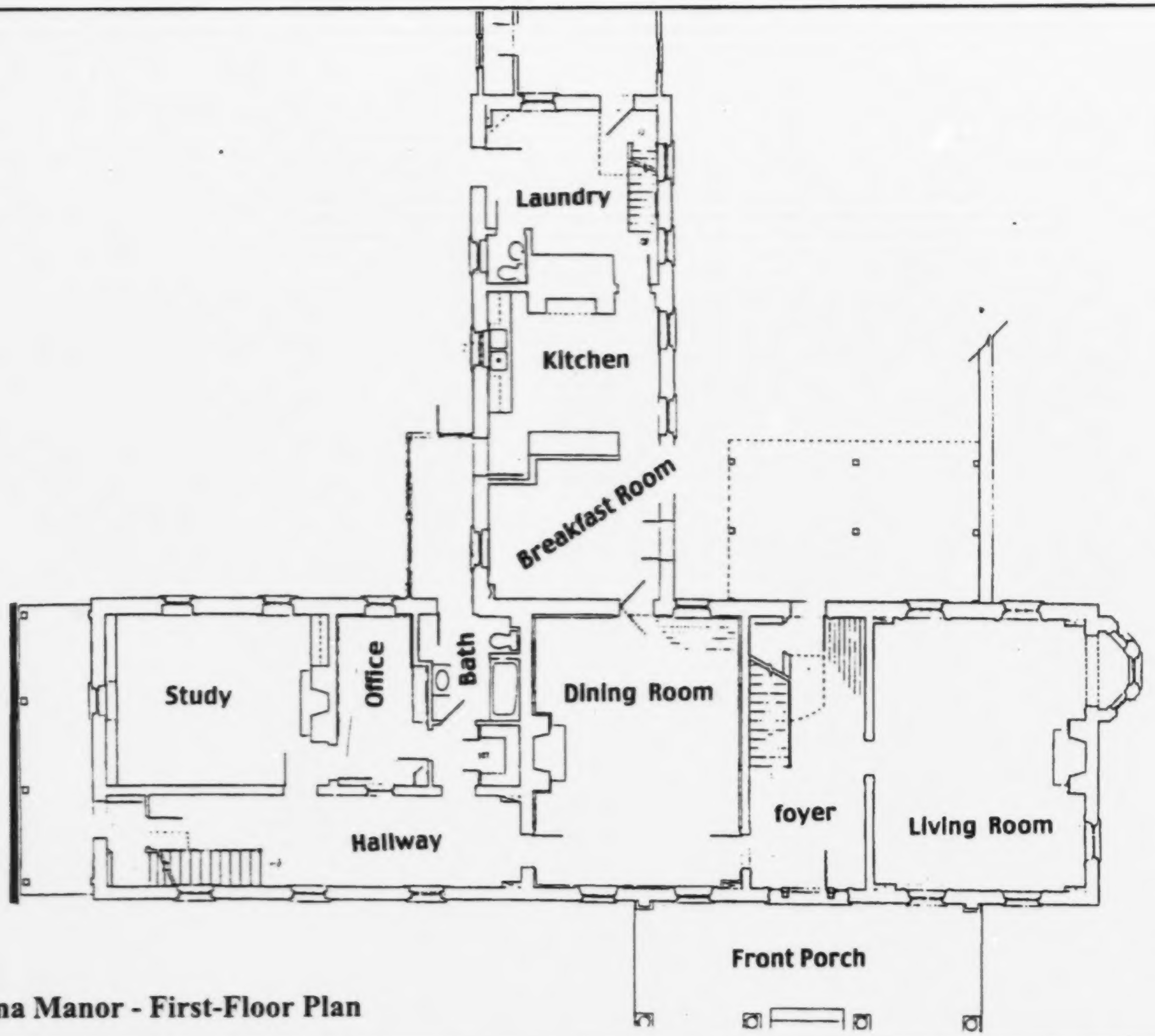
R12



Dodona Manor - West Elevation

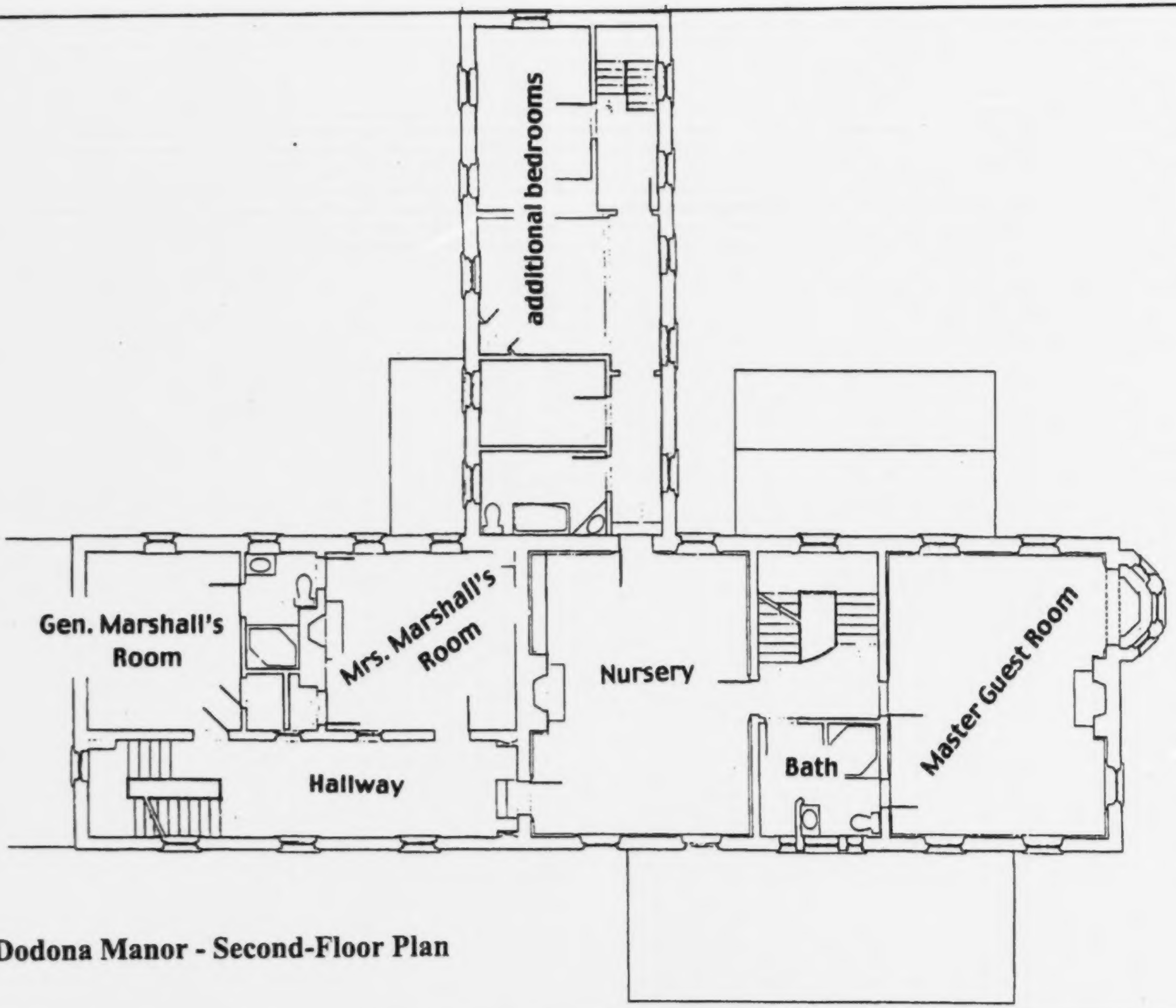
Upon completion of the restoration, all of the windows will have shutters.

R13


Laundry
Kitchen
Breakfast Room
Study
Office
Bath
Dining Room
foyer
Living Room
Hallway
Front Porch

Dodona Manor - First-Floor Plan

R14


additional bedrooms
Gen. Marshall's Room
Mrs. Marshall's Room
Nursery
Master Guest Room
Bath
Hallway

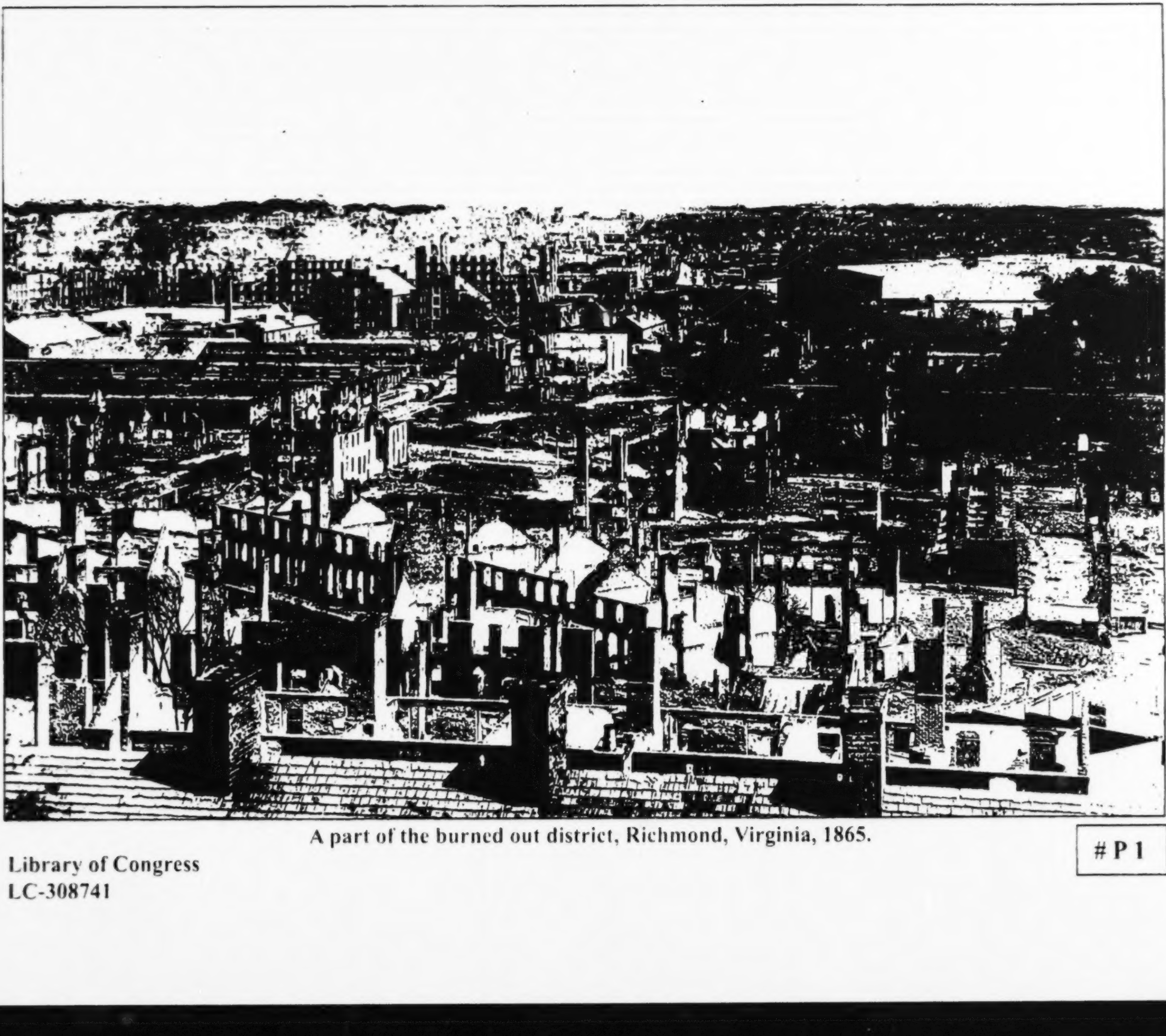
Dodona Manor - Second-Floor Plan

R15

George C. Marshall

An American Leader

A Photo Pack



A part of the burned out district, Richmond, Virginia, 1865.

# P 1

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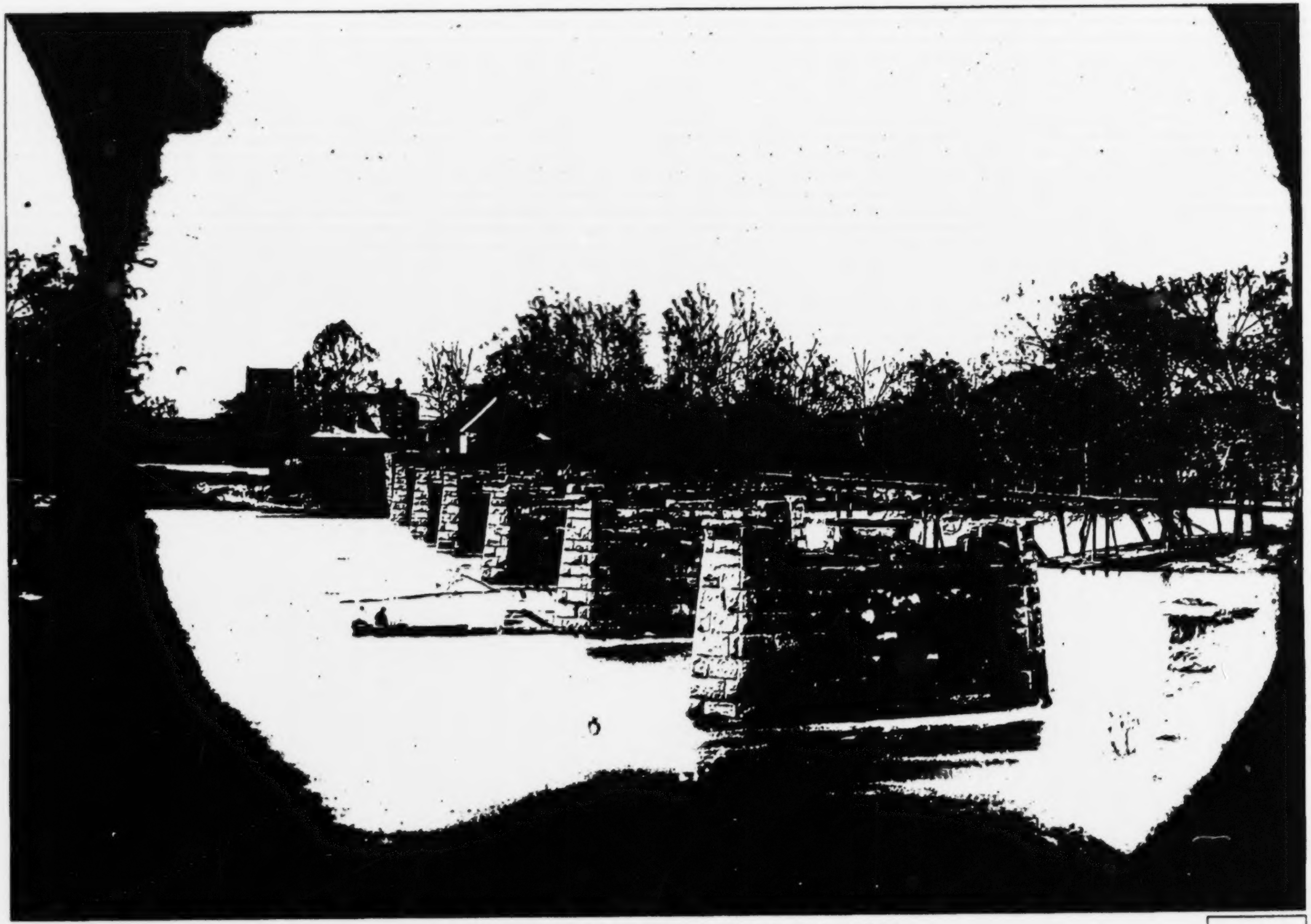

The Mayo's Bridge, Richmond, Virginia, 1865.

P 2

Library of Congress
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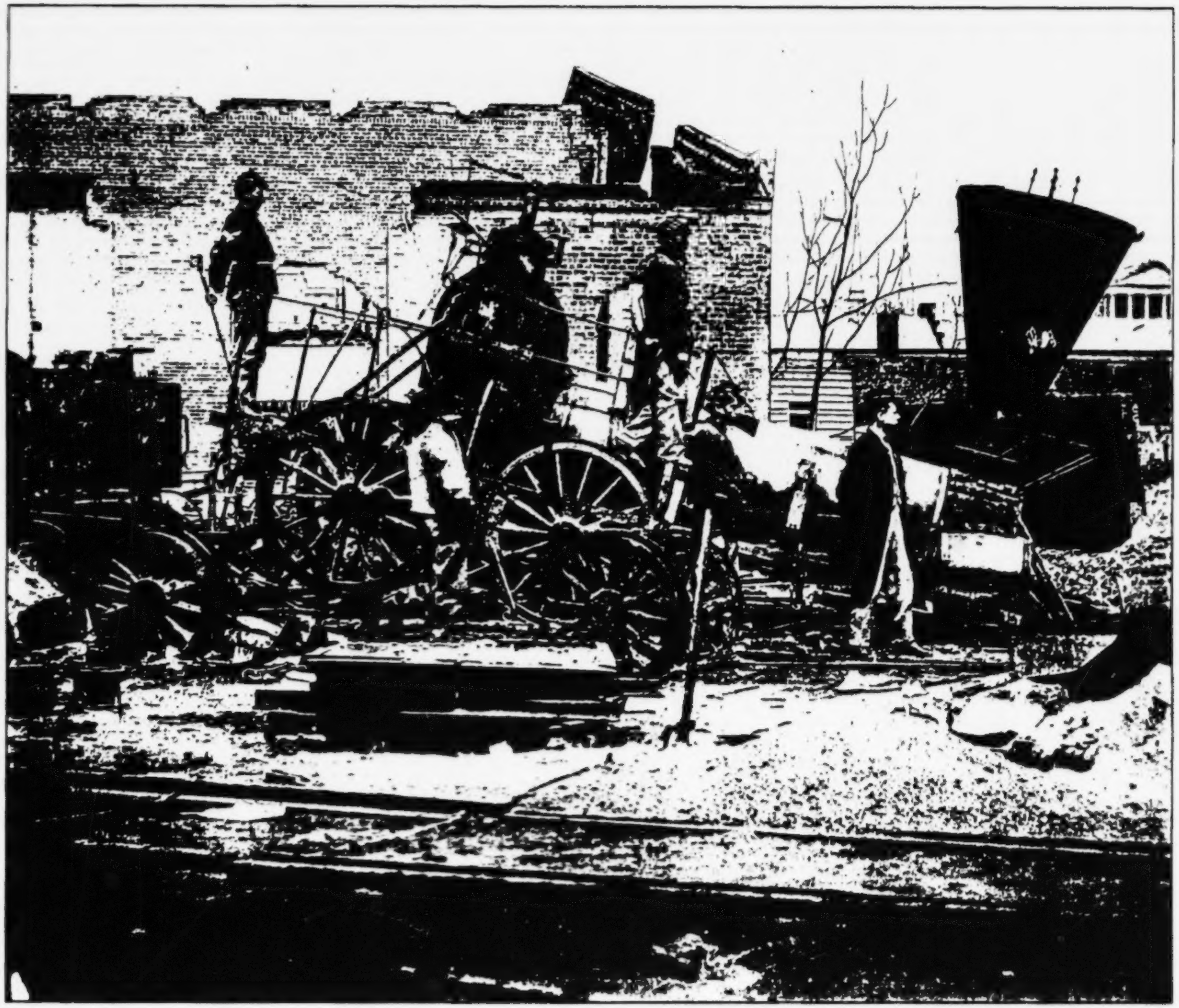
P 3



Crippled locomotive, Richmond and Petersburg Railroad depot, 1865.

Library of Congress
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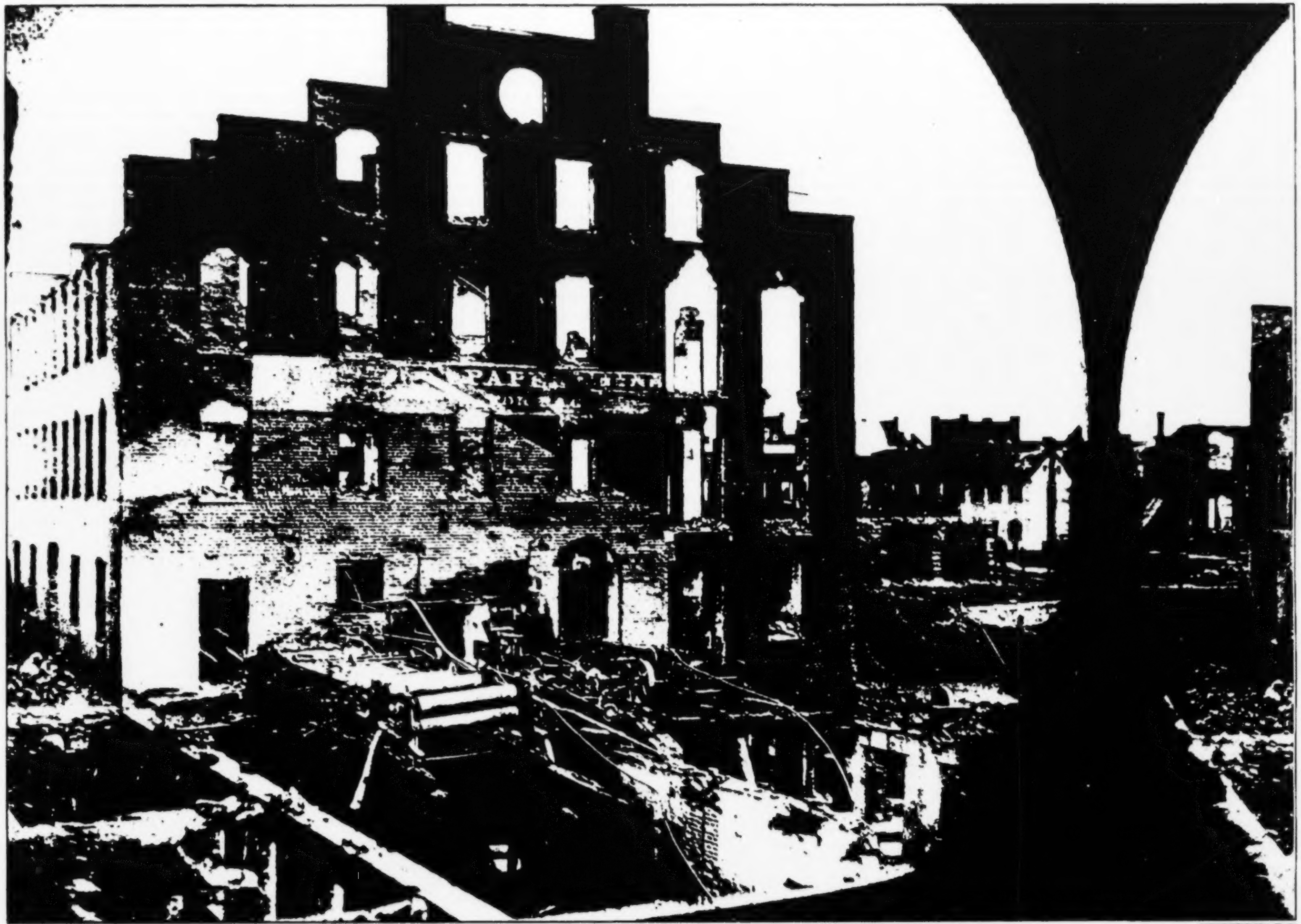

Ruins of a papermill with wrecked paper-making machinery in the foreground,
Richmond, 1865.

P 4

Library of Congress
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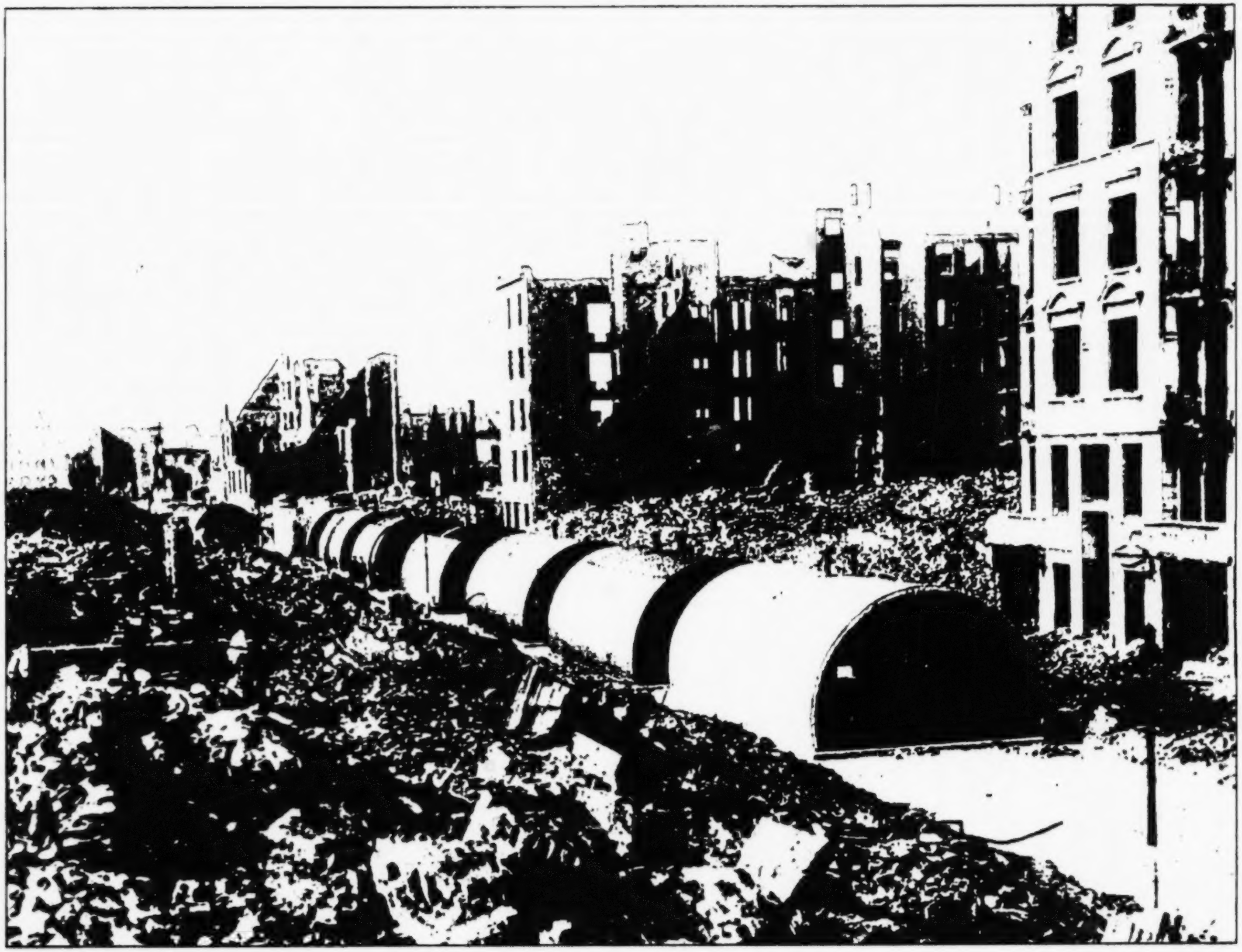
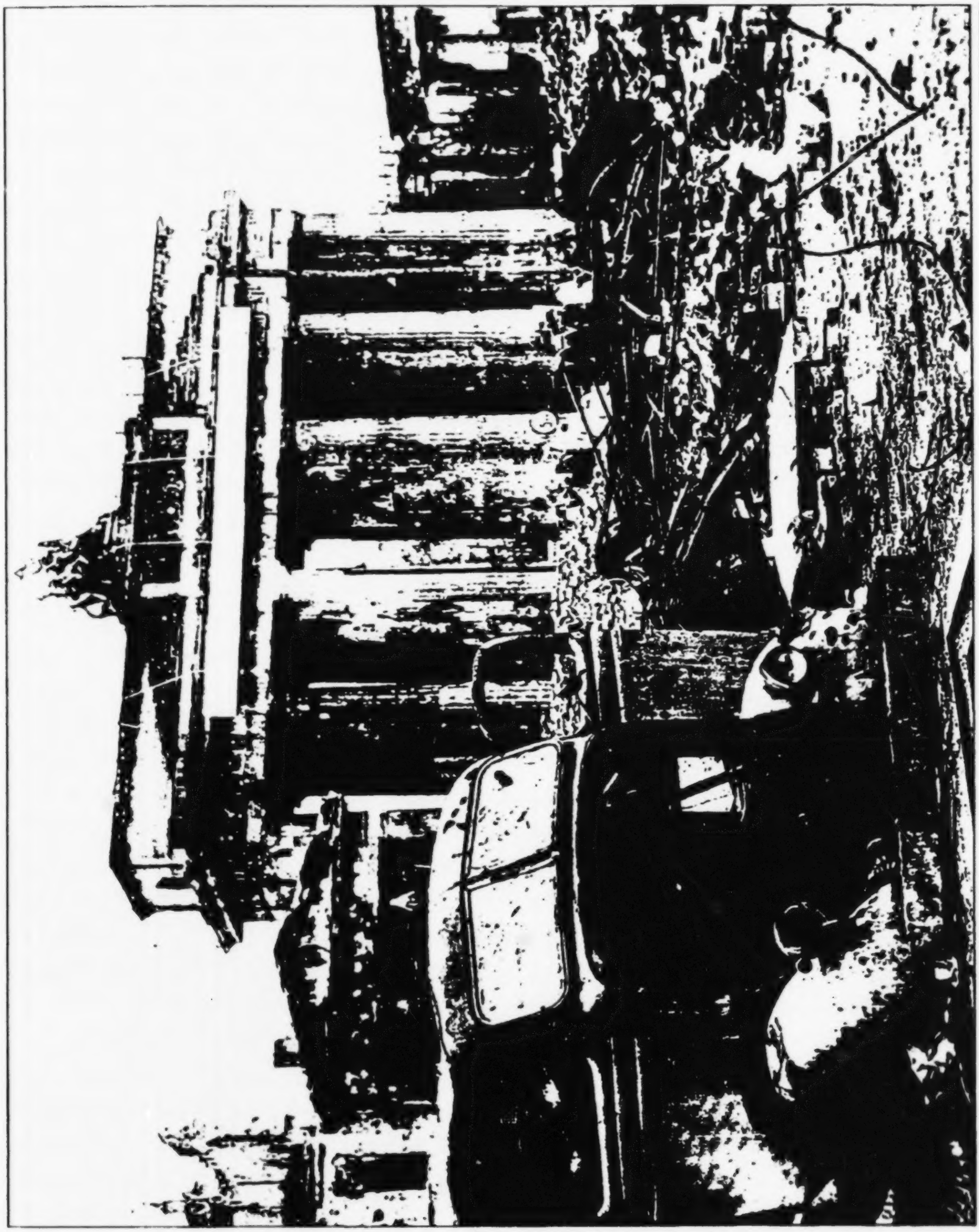


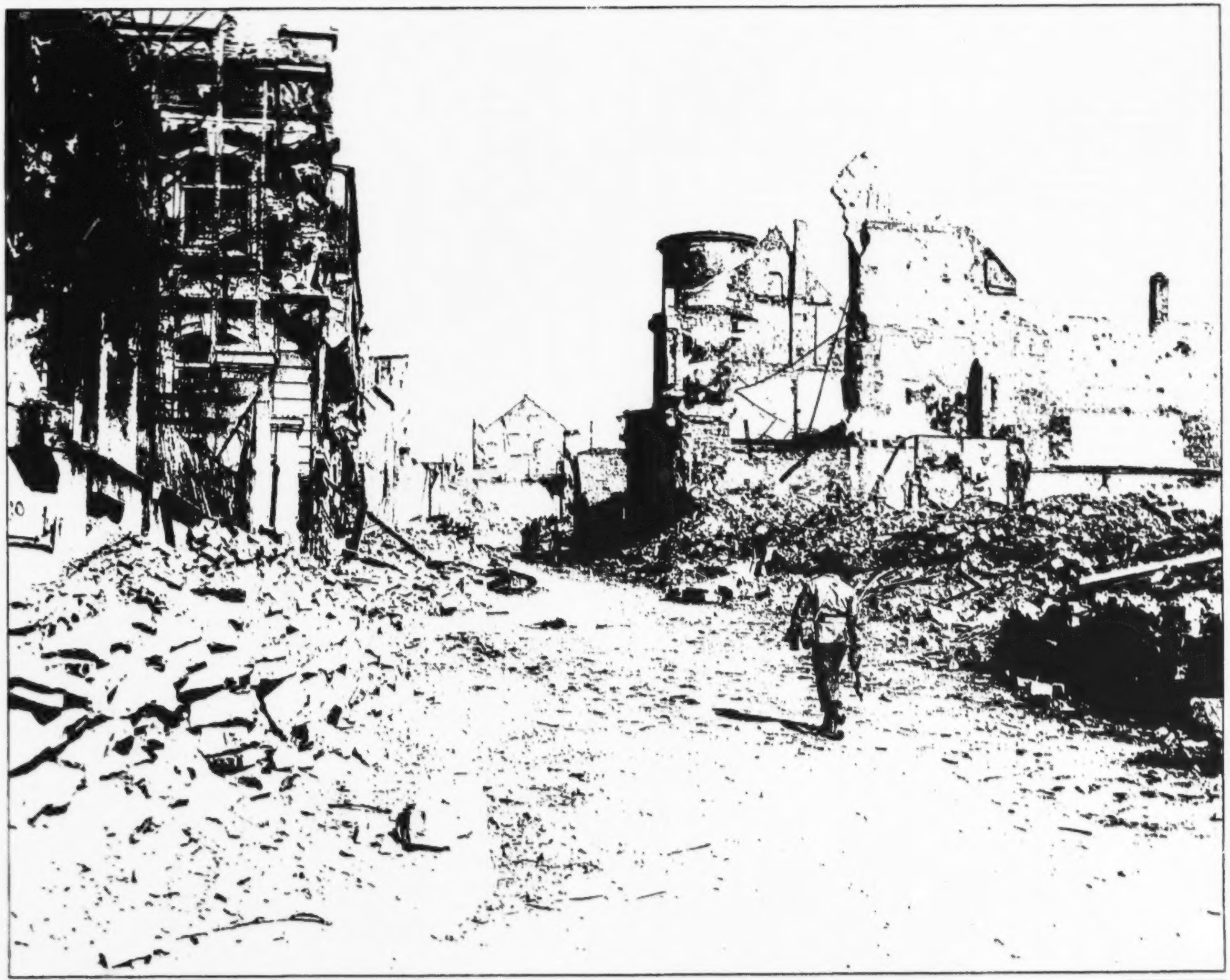
Germany before the Marshall Plan: Corrugated iron barracks used as emergency housing for the homeless, 1947.

#P5

#P 6



The Brandenberg Gate, Berlin, Germany, 1945.

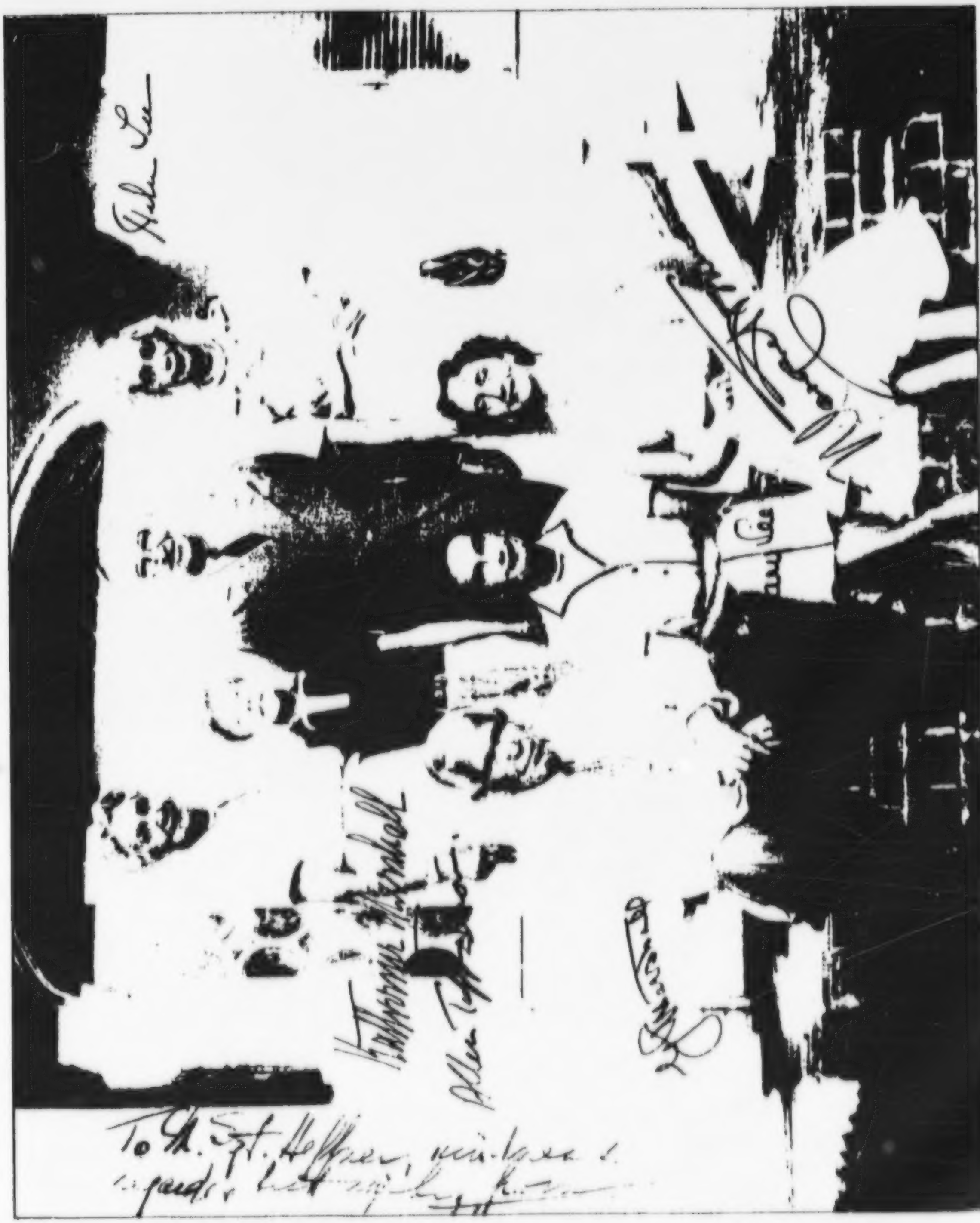


Heavily shelled German city, March 1945.

#P 7

The wreckage of a defeated army, 1945.

P 8



To M. Sgt. Heffner, with [illegible] regards & best wishes [illegible]

President Truman and his daughter, Margaret, on one of his visits to Dodona Manor.

#P9

BEST COPY AVAILABLE

General and Mrs. Marshall at Dodona Manor, June 28, 1949.

P 10

Dodona Manor, Leesburg, Virginia, 2002

Photo by Kristie Lalire

GEORGE CATLETT MARSHALL

A CHRONOLOGY

GEORGE CATLETT MARSHALL

GENERAL OF THE ARMY George Catlett Marshall was born in Uniontown, Pennsylvania, on December 31, 1880, to George Catlett Marshall (1845–1909) and Laura (Bradford) Marshall (1846–1928), both of Augusta, Kentucky. Marshall had one brother, Stuart Bradford Marshall (1875–1956), and one sister, Mrs. John J. (Marie Louise) Singer (1876–1962). He graduated from the Virginia Military Institute in Lexington, Virginia, in 1901. On February 11, 1902, soon after he received his commission in the army, Marshall married Elizabeth Carter Coles (1874–1927) of Lexington, Virginia.

After duty in the Philippines and the continental United States, he served in France during World War I, initially with the First Division and eventually on the staff of General John J. Pershing. During the inter-war years, he served as aide to Pershing, with troops in China, at Fort Benning and other posts in the United States. Three years after his first wife's death, Marshall married Katherine Boyce Tupper Brown (1882–1978) of Baltimore, Maryland, on October 15, 1930. Marshall acquired three step-children by this marriage: Mrs. James J. (Molly Brown) Winn (1912–); Clifton Stevenson Brown (1914–1952); and Lieutenant Allen Tupper Brown (1916–1944), killed in action near Anzio, Italy.

Appointed U.S. Army Chief of Staff on September 1, 1939, Marshall served in that capacity until November 1945. After his special mission to China, 1945–1946, President Truman appointed Marshall Secretary of State in 1947. In 1949, he became President of the American Red Cross, only to be recalled to government in 1950 as Secretary of Defense. Marshall received the Nobel Peace Prize in 1953 for his initiation of the European Recovery Act. He died on October 16, 1959, at Walter Reed Army Hospital, Washington, D.C.

MILITARY RANKS

- ☆ Commissioned 2nd Lieutenant, February 2, 1902
- ☆ 1st Lieutenant, March 7, 1907
- ☆ Captain, July 1, 1916
- ☆ Major (temporary), August 5, 1917
- ☆ Lieutenant Colonel (temporary), January 5, 1918
- ☆ Colonel (temporary), August 27, 1918
- ☆ Major, Regular Army, July 1, 1920
- ☆ Lieutenant Colonel, August 21, 1923
- ☆ Colonel, September 1, 1933
- ☆ Brigadier General, October 1, 1936
- ☆ Major General, September 1, 1939
- ☆ Chief of Staff, with temporary rank of General, September 1, 1939
- ☆ General of the Army (temporary), December 16, 1944
- ☆ General of the Army (permanent), April 11, 1946
- ☆ Retired from Active Service, February 28, 1947
- ☆ Restored to the Active List, March 1, 1949

US ARMY PHOTO

General of the Army George C. Marshall, 1880-1959

PROFESSIONAL CAREER

- ☆ Duty with the 30th Infantry in the Philippine Islands, 1902–1903
- ☆ Duty at Fort Reno, Oklahoma, 1903–1906 (detached service for map summer, 1905)
- ☆ Student (1906–1908) and instructor (1908–1910), Army Service Schools (l worth, Kansas)
- ☆ Inspector-Instructor, Massachusetts Volunteer Militia (Boston, Mas 1911–1912
- ☆ Duty with the 4th Infantry (Fort Logan Roots, Arkansas; Fort Snelling, Texas City, Texas), 1912–1913
- ☆ Duty in the Philippine Islands; aide-de-camp to Major General Hun 1913–1916
- ☆ Aide-de-camp to Major General J. Franklin Bell (San Francisco, California Island, New York), 1916–1917
- ☆ Duty with the A.E.F., France: assistant chief of staff, C-3, First Div 1917–June 1918); C-3 section, G.H.Q. (June 1918–July 1918); assistant c G-3, First Army (October 1918–November 1918); chief of staff, Eighth Corps 1918–January 1919); G-3 section, G.H.Q. (January 1919–April 1919)
- ☆ Aide-de-camp to General Pershing (France and Washington, D.C.), 1919–
- ☆ Duty with the 15th Infantry (Tientsin, China), 1924–1927
- ☆ Instructor, Army War College (Washington, D.C.), 1927
- ☆ Assistant Commandant, Infantry School (Fort Benning, Georgia), 1927–1
- ☆ Commanding Fort Screven, Georgia, and Civilian Conservation Corps (C.C "F," 1932–1933
- ☆ Commanding Fort Moultrie, South Carolina, and C.C.C. District "I," 1933
- ☆ Senior Instructor, Illinois National Guard (Chicago, Illinois), 1933–1936
- ☆ Commanding 5th Brigade of the 3rd Division, Vancouver Barracks, Wash C.C.C. District, 1936–1938
- ☆ Assistant Chief of Staff, War Plans Division, War Department (Washing 1938
- ☆ Deputy Chief of Staff, War Department (Washington, D.C.), 1938–1939
- ☆ Acting Chief of Staff, July 1, 1939–September 1, 1939
- ☆ Chief of Staff, September 1, 1939–November 18, 1945
- ☆ Special Representative of the President to China with rank of Ambassador, 1945–December 1946
- ☆ Secretary of State, January 1947–January 1949
- ☆ President of the American Red Cross, 1949–1950
- ☆ Secretary of Defense, September 1950–September 1951

Compiled and edited by Clarence E. Wunderlin, Jr., assistant editor of *The Papers of George Catl*

CONFERENCES AND COUNCILS

- ☆ Chief of the Military Mission to Brazil, May–June 1939
- ☆ Atlantic Conference, August 1941
- ☆ Arcadia Conference, December 1941
- ☆ Casablanca Conference, January 1943
- ☆ Quebec Conference, August 1943
- ☆ Cairo and Tehran Conferences, November 1943
- ☆ Quebec Conference, September 1944
- ☆ Yalta Conference, February 1945
- ☆ Potsdam Conference, July 1945
- ☆ Council of Foreign Ministers, Moscow, March–April 1947
- ☆ Inter-American Conference for Maintenance of Continental Peace and Security, Brazil, August–September 1947
- ☆ General Assembly of the United Nations, New York, September–November 1947
- ☆ Council of Foreign Ministers, London, November–December 1947
- ☆ Ninth International Conference of American States, Bogota, Colombia, March–April 1948
- ☆ General Assembly of the United Nations, Paris, September–November 1948
- ☆ Chairman of the United States Delegation to the Coronation of Queen Elizabeth II of England, June 1953

Colonel Marshall as aide-de-camp to Pershing (1919–1924)

Cadet George C. Marshall, VMI, Class of 1901

US ARMY PHOTO

Allied Conference, Quebec, Canada, August 1943

DECORATIONS AND AWARDS

UNITED STATES:

- ☆ Distinguished Service Medal with 1st Oak Leaf Cluster
- ☆ Silver Star
- ☆ Gold Medal expressing "Thanks of Congress"
- ☆ Philippine Campaign Medal
- ☆ Mexican Border Service Medal
- ☆ World War I Victory Medal with four battle clasps
- ☆ Army of Occupation of Germany Medal
- ☆ American Defense Service Medal with Foreign Service Clasp
- ☆ American Campaign Medal
- ☆ Asiatic-Pacific Campaign Medal
- ☆ European-African-Middle Eastern Campaign Medal with two bronze service stars
- ☆ World War II Victory Medal
- ☆ National Defense Service Medal

FOREIGN:

- ☆ FRANCE: Legion of Hon
  Officer (1919); promoted
  Grand Croix (1945)
  Croix de Guerre with Pal
- ☆ ITALY: Order of the Cr
  Grade of Officer
  Order of Saints Maurice
  Grade of Officer
- ☆ MONTENEGRO: Silve
  Bravery
- ☆ PANAMA: Medal of La
  Second Class
- ☆ BRAZIL: Order of Militar
  of Grand Officer
  Order of Military Merit, De
  Cross
- ☆ ECUADOR: Star of Abd
  First Class
- ☆ MOROCCO: Grand Cros
  Alaouite Cherifien
- ☆ CUBA: Order of Militar
  Class
- ☆ LIBERIA: Centennial Me
- ☆ GREECE: Grand Cross,
  of the Royal Order of Geo
- ☆ NETHERLANDS: Knigh
  Cross with Swords in
  Orange Nassau
- ☆ PERU: Gran Oficial del S
- ☆ CHILE: Order del Merito
- ☆ USSR: Order of Suvarov,
- ☆ GREAT BRITAIN: Knight
  Order of Bath (Military D
- ☆ COLUMBIA: Grand C
  Order of Boyaco

US ARMY PHOTO

President Truman presents the Dist.
Medal with 1st Oak Leaf Cluster to
November 1945.

IVILIAN AWARDS

Theodore Roosevelt Distinguished Service Medal of Honor, 1945
Varieties Clubs Humanitarian Award, 1947
Freedom House Award
National Planning Association Gold Medal, 1949
National Civic Service Award, Order of Eagles, 1949
New York Board of Trade Award for distinguished service and contribution to the American Way, 1949
U.S. Conference of Mayors Award for Distinguished Public Service, 1949
Disabled American Veterans, New York Chapter, Citizenship Award, 1950
Virginia Distinguished Service Medal, 1951
Four Freedoms Foundation Award, 1952
Distinguished Service Medal of the American Legion
Nobel Peace Prize for 1953
AMVETS 10th Anniversary Award
Woodrow Wilson Foundation Award for Distinguished Service, 1956
Pennsylvania Meritorious Medal, 1957
International Charlemagne Prize of City of Aachen, Germany, 1958

WIDE WORLD PHOTOS

Marshall accepts the Nobel Peace Prize, 1953

WIDE WORLD PHOTOS

Harvard Honors, 1947 (Marshall Plan Speech)

HONORARY DECREES

☆ Doctor of Science:
Washington and Jefferson College (Pennsylvania), 1939
☆ Doctor of Military Science:
The Command and General Staff School, Fort Leavenworth, Kansas, 1934
Pennsylvania Military College, 1940
Norwich University (Vermont), 1942
☆ Doctor of Laws:
College of William and Mary, 1941
Trinity College (Connecticut), 1941
Columbia University, 1947
Princeton University, 1947
Harvard University, 1947
Amherst College, 1947
Brown University, 1947
McGill University (Montreal, Canada), 1947
Lafayette College (Pennsylvania), 1947
University of California, 1948
University of London, 1948
☆ Doctor of Civil Law:
Oxford University, 1947

SOCIETIES AND CLUBS

☆ Society of the Cincinnati
☆ Kappa Alpha Fraternity
☆ Master Mason, Grand Lodge, District of Columbia
☆ Rotary Club of Leesburg, Virginia
☆ Lions Club of Leesburg, Virginia
☆ Catoctin Farmers Club of Virginia
☆ Army and Navy Club of Washington
☆ Army and Navy Club of San Francisco
☆ Military and Naval Club of New York
☆ University Club of Washington
☆ Union League of New York
☆ University Club of New York
☆ Metropolitan Club of New Y
☆ Trustee of the National C Society
☆ Honorary Chairman of the Trustees of International H
☆ Director of the Franklin D. Foundation
☆ Trustee of the Harry S. Trum
☆ Member of the National Cou Atlantic Union Committee

RECREATIONS

☆ Fishing
☆ Riding
☆ Gardening

RELIGION

☆ Episcopalian

The Marshalls on a fishing trip in Oregon, 1938

GEORGE C. MARSHALL FOUNDATION

A LIVING MEMORIAL

George C. Marshall Foundation, Lexington, Virginia—a living memorial, established in 1953

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Vocabulary

1. **Aide-de-camp** – a military officer acting as secretary or helper to an officer of higher rank.

2. **Communism** – an economic and political system in which almost all of the goods are owned by the government. That government says it *intends* to share those goods with the people in a fair way. Countries who are ruled by the Communist Party do not have two political parties as in the United States. The leaders of those countries seek to keep the system in place through strict control of the people. Sometimes force might be used to accomplish this goal.

3. **Ethiopia** – a country in eastern Africa between the Sudan and Somalia.

4. **Flanking** – placed or situated at the side of.

5. **Foyer** – the entrance hall to a private home or building.

6. **Impact** – the outcome or effect of an action.

7. **Integrity** – having the quality of being trustworthy. Someone who is honest and can be counted on to follow the rules of upright behavior.

8. **Perpendicular** – standing at right angles to the line of the horizon. Standing at right angles to the main line of a building.

9. **Philippines** – A country made up of a group of islands, surrounded by the Pacific Ocean, in East Asia.

10. **Productivity** – the level of output by a company or worker.

11. **Renovated** - to restore to a previous condition; to make new, or repair.

12. **Reverence** - a strong feeling of respect and awe.

13. **Secretary of state** - in the United States, an officer of the government appointed by the president. The secretary of state helps the president make decisions about our dealings with other governments of the world.

Marshall and the 20th Century
A Timeline

Events in Marshall's Life and Career			World Events
George C. Marshall born in Uniontown, Penn.	**1880**		
Cadet at the Virginia Military Institute (VMI)	**1897-01**	1898	Treaty of Paris ends Spanish-American War
Marries Elizabeth "Lily" Carter Coles, (February 2)	**1902**		
Duty with the 30th Infantry in the Philippine Islands	**1902-03**	1898-02	The Philippines revolts against American rule.
Duty at Fort Reno, Oklahoma	**1903-06**		
Student and instructor, Army Service Schools, Ft. Leavenworth, Kansas	**1906-10**		
Inspector-Instructor, Mass. Volunteer Militia, Boston, Mass.	**1911-12**		
Duty with the 4th Infantry (Arkansas, Minnesota, Texas)	**1912-13**		
Duty in the Philippine Islands; aide-de-camp to Maj. Gen. Hunter Liggett	**1913-16**	1914	Austria invades Serbia; World War I begins.
Aide-de-camp to Maj. Gen. J. Franklin Bell; (San Francisco and New York)	**1916-17**		
		1917	U.S. enters World War I, (April).
Duty with the American Expeditionary Force in France	**1917-19**		
		1918	Meuse-Argonne Offensive (September)
		1918	Armistice Day (November 11, 1918)

		1919	Treaty of Versailles signed; US. Senate rejects treaty.
Aide-de-camp to General John J. Pershing (France and Washington, D.C.)	**1919-24**		
		1922	Mussolini's Fascists government gains power in Italy.
Duty with the 15th Infantry, Tientsin, China	**1924-27**		
Instructor, Army War College, (Washington, D.C.) Lily Coles Marshall dies, (September 15th)	**1927**		
Assistant Commandant, Infantry School, (Fort Benning, Georgia)	**1927-32**	1929	Stock Market crashes; the Great Depression Begins
Marries Katherine Tupper Brown, (October 15th)	**1930**		
		1931	Japan invades Manchuria.
Commanding Fort Screven, Georgia, & the Civilian Conservation Corps (C.C.C.)	**1932-33**		
Commanding Fort Moultrie, South Carolina, and C.C.C. District "I"	**1933**		
Senior Instructor, Illinois National Guard, (Chicago, Illinois)	**1933-36**		
Commanding 5th Brigade of the 3rd Division, Vancouver Barracks, Washington and C.C.C. District	**1936-38**		
Assistant Chief of Staff, War Plans Division, War Department, (Washington, D.C.)	**1938**	1938	Munich Agreement—Chamberlain's policy of appeasement
Deputy Chief of Staff, War Department, July 1, 1939-September	**1938-39**		
Acting Chief of Staff, July 1-September 1	**1939**		
Sworn in as Army Chief of Staff (September 1)	**1939**	1939	Hitler Invades Poland (September 1) World War II begins (September 3)

		1940	(Apr- July) Germany conquers Denmark, Norway, Holland, Belgium, Luxembourg, and France; Battle of Britain
		1941	Germany invades Balkans and the Soviet Union; U.S. freezes Japanese assets. (April-July)
Participant in the Atlantic Conference	**1941**		
		1941	Japanese attack on Pearl Harbor; U.S. declaration of war; German-Italian-U.S. declarations of war (December 7-12)
Participant in the Arcadia Conference and the formation of the U. S./British Grand Alliance (Dec. '41-Jan. '42)	**1941-42**	1942	High tide of Axis power
		1942	U.S. naval victory at Midway; Stalingrad, El Alamein, counteroffensives, (July-November, '42)
Participant in the Casablanca Conference where the "unconditional surrender" decision is made	**1943**	1943	Italy surrenders
Participant in the Cairo-Tehran Conferences; Operation Overlord (Normandy Invasion) is given final approval with Eisenhower as commander, (October-December)	**1943**		
Marshall selected *Time's Man of the Year*, (Jan) Marshall's stepson, Allen Tupper Brown killed in Italy, (May)	**1944**		
		1944	Rome captured; Normandy Invasion launched (June 6th); Allies win victories in the Pacific.
Appointed *General of the Army* with 5 stars;	**1944**		
Participant in the Yalta Conference, (February)	**1945**		
		1945	Roosevelt dies, (April 12th)
		1945	Germany surrenders, (May 7th)
Participant in the Potsdam Conference, (July)	**1945**	1945	Okinawa invaded by Allies; atomic bomb used, Japanese surrender, (June-September)

Special Representative to China (Nov. '45; Dec. '46)	**1945-46**		
Secretary of State, (Jan. 47- Jan. 49)	**1947-49**		
Harvard "*Marshall Plan Speech*", (June 5th)	**1947**		
Named *Time's Man of the Year* (Jan.)	**1948**		
		1948	Congress passes European Recovery Program, (The Marshall Plan)
Opposes the creation of the state of Israel	**1948**		
		1948	The British controlled territory of Palestine becomes the new Jewish state of Israel.
Resigns as Secretary of State, (Jan.)	**1949**		
		1949	the Soviet Union gets the bomb; Chiang Kai-Shek flees China mainland
President of the American Red Cross	**1949-50**		
		1950	Korean War begins.
Appointed Secretary of Defense, (Sept.)	**1950**	1950	MacArthur's remarkable victories in Korea
		1950	38th parallel crossed by U.S. and Republic of Korea troops; Chinese intervention and U.S. retreat (Oct.-Dec. '50)
		1951	U.S. war objectives limited to south of 38th parallel in Korea; MacArthur objects, (January-March, '51)
Truman relieves MacArthur with Marshall's approval; Senate hearings; McCarthy verbally attacks Marshall, (April-June, '51)	**1951**		
Marshall resigns as Secretary of Defense and retires.	**1951**		
		1952	Eisenhower elected President, (November)
Marshall receives Nobel Peace Prize in Oslo, Norway, (December)	**1953**		
		1954	Senate censures Senator Joseph McCarthy
George C. Marshall dies on October 16th	**1959**		

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